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This survey of Arizona library services includes an examination of the current library situation in the state, a forecast of future needs and the resources required to meet them, and a comprehensive plan for statewide library services. Procedures for the study involved questionnaires sent to all types of libraries in the state and each school district with a district library consultant or coordinator, visits to 32 libraries, two advisory committees, and a seminar attended by the advisory committees, the survey and state library staffs, and special library consultants. It was found that Arizona libraries are unable to meet the requirements of a rapidly increasing population. Recommendations for a cooperative, statewide system of library services, with the State Department of Library and Archives as the focal point, cover: state level services, district reference and service centers, district sub-centers, a statewide advisory council, strengthening the state library agency, defining roles and improving all types of libraries, needed legislation, recruitment and library education, library standards, and a program for public information. Appendixes include names of advisory committee members, the questionnaires and materials check lists used in the survey, and a 51 item bibliography. (JB)

LE 001 089

ARIZONA LIBRARY SURVEY

A Comprehensive Study of Library Services in Arizona with a Projection for Future Services

by

GRACE THOMAS STEVENSON

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HAROLD E. MOORE
Coordinator of the Survey

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Foreword and Acknowledgments

The Arizona Library Survey is the first statewide study of library services in Arizona. In contrast to many state studies, this survey was a comprehensive one covering public, school, academic, special and state libraries.

The study was initiated by Mrs. Marguerite B. Cooley, Director of the Department of Library and Archives of the State of Arizona. The Director engaged the services of the Bureau of Educational Research and Services of Arizona State University to conduct the survey.

The objective of the study was to develop and recommend a statewide comprehensive plan for library services in Arizona. In the process, the conditions and services of the existing libraries were studied and are recorded in the survey as a background for the recommendations for the statewide comprehensive plan.

The Bureau enlisted the assistance of two important Advisory Committees. They were an Arizona State University Campus Advisory Committee of five members and The Arizona Library Survey Advisory Committee which was composed of 16 representative members of the Arizona State Library Association. Both committees served in an advisory capacity and were very helpful throughout the study. The names of the persons on the two committees are listed in Appendix A. Numerous *ad hoc* committees served in special capacities during the study. These committees rendered important special services and are listed in Appendix B. Especially helpful were Mr. Frank Schneider, Mr. Winston R. Henderson, and Mr. John F. Anderson, presidents respectively, of the Arizona Library Association during the study. The excellent cooperation of Mrs. Cooley and the representatives of the Arizona Library Association greatly assisted the survey staff during the study.

At the outset of the study a library consultant was secured to conduct the study. Mr. Bradley A. Simon served as the consultant until his resignation to become director of the Scottsdale, Arizona, Public Libraries. He was succeeded by Mrs. Grace T. Stevenson, formerly Deputy Executive Director of the American Library Association, who completed the study and wrote the survey report.

Several special consultants have been used at the various stages of the study. They include Mr. William H. Carlson, formerly librarian of Oregon State University; Dr. Kenneth Beasley, Director, Legislative Council, Research Department, State of Kansas; Miss Dorothy Kittel, Library Extension Specialist, Library Program and Facilities Branch, U. S. Office of Education; Miss S. Janice Kee, Lecturer, Department of Librarianship, Kansas State Teachers College; Miss Margaret Irene Rufsvold, Professor, Division of Library Science, Indiana University; Mr. Dickson Hartwell, Writer and Community Relations Consultant, Scottsdale; Dr. Lowell Martin, Vice President, Grolier, Inc.; and Miss Mary V. Gaver, President in 1967 of the American Library Association. All were helpful in their special capacities and added much to the study. Miss Nina Mahaffey, State School Library Consultant, was very helpful on the school sections of the study.

Actually, hundreds of persons participated in the study since the data gathering process involved the use of questionnaires to all librarians in the state. Whatever value the survey may have is related to the many hours spent by the librarians in supplying the basic data.

Early in the study it was determined that, because of the number of schools and the volume of the data concerning them, a separate school study should be published. Mr. Glenn Guthrie, Principal of Mesa Junior High School, compiled this portion of the comprehensive study, which has been published as a separate volume by the Bureau of Educational Research and Services. His service has been important to the total study.

On all studies of this type there is a certain amount of important service performed by the clerical and statistical personnel. Miss Sharon Montgomery served as secretary of the study, Mr. Don Ritchie, graduate student at Arizona State University, tabulated much of the data, and Miss Judy Bradford, Mrs. Valmarca Trickel and Mrs. Allis H. Moore typed the study at its several stages. Mr. Broderick Johnson assisted with the editing of the final draft of the manuscript. Mr. Mike Obrenovich did the attractive illustrations and art work in the study. The attractive photographs of Arizona libraries were furnished by the respective librarians.

A special contribution to the study was the grant from the Council on Library Resources, Inc. to finance a working seminar for the Advisory Committees and Staff conducting the survey. This Seminar, held in May, 1967 at the San Marcos Hotel in Chandler, provided an opportunity for free discussion and critique concerning the findings of the study and the tentative recommendations. (See Appendix B).

Earlier in this statement the work of Mrs. Stevenson as consultant and author was acknowledged. To a very considerable extent the success of the study is the result of her wide contacts and broad understanding of library services and standards nationally. Professional librarians in the State and the University Staff which conducted the study are greatly indebted to her for her services.

Throughout the study, Dr. Harold E. Moore, Professor of Education at Arizona State University, served as the coordinator of the study, working with the advisory committees, the consultants and the numerous special committees. Dr. Moore was also responsible for securing the funds for and organizing the Seminar referred to earlier.

At the completion of the study, those responsible for it feel that, while important, it represents only a beginning in the long process of providing library services for the State of Arizona. In many respects the associations and human relationships developed during the course of the study probably represent its greatest contribution. This step having been completed, the groundwork is laid for future cooperation in bringing comprehensive library services to the State.

The implementation of the recommendations are the important next steps. Each person with official duties, each organization with professional responsibilities, and every board of trustees for a local library have unique contributions and responsibilities. Many of the recommendations, if accomplished, will require legislation and to those in state governmental responsibility, the recommendations are especially directed.

In a statement of this kind, someone may have been overlooked. If this is the case, a generous "thanks" is extended to those mentioned and any who have served in an unsung relationship in the study.

R. Merwin Deever, Director
Bureau of Educational Research and Services

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ARIZONA LIBRARY SURVEY

CHAPTER I

INTRODUCTION

Origin of the Study

The Department of Library and Archives, State of Arizona, entered into an agreement with the Arizona Board of Regents in January, 1966, authorizing the Bureau of Educational Research and Services of Arizona State University to conduct a survey of the library services of the state and to prepare a written report. The report would cover the current state of library service in Arizona, a forecast of future needs, the human and materials resources needed to meet these needs, and a comprehensive plan for statewide library services.

The Arizona State Library Association had been interested in such a survey for some time so that its findings might be used as a basis for planning library development in the state. The Arizona State Library Association Library Development Committee was appointed as an advisory committee to the survey at the request of the survey staff. Members of the committee have met several times with the survey staff and have been helpful with suggestions and advice and in working on sub-committees concerned with aspects of the survey and its implementation. A campus advisory committee drawn from the faculty of Arizona State University also has worked with the staff. (See Appendix A, page 101.)

Purpose

The charge given to the survey staff was to develop "a comprehensive plan for statewide library services."[1] As one of the newer states, Arizona has not yet provided adequate library service for its people. The ultimate objective is to make it possible to plan for the best use of the resources of the state to achieve the maximum of library service at the least cost. The immediate purpose of the survey is to assemble the facts about current library service in Arizona as a basis for planning for the future.

Procedures

Because the survey was to cover the services of all types of libraries in the state, five questionnaires were designed for use with college and university libraries, public libraries (large and small), special libraries, and the libraries in public, private, and parochial schools. A sixth questionnaire was designed later and sent to each school district in the state known to have a district library consultant or coordinator. The number of questionnaires sent out and the responses were as follows:

---

[1] Contract between Department of Library and Archives, State of Arizona, and Bureau of Educational Research and Services, Arizona State University, January 7, 1966.

Type of Library	No. Sent	No. Returned	Percentage
College and University Libraries	11	11	100.00
Public Libraries			
Small Public	47	37	78.72
Large Public	14	14	100.00
School Libraries			
Public	640	527	82.00
Private and Parochial	133	98	77.00
District Libraries	12	11	91.96
Special Libraries	105	72	68.57

To obtain qualitative assessment of the library collections, book lists were prepared and sent to all the academic libraries, to all public libraries which had responded to the questionnaire, and to a sampling of the school libraries.

It would have been useful to visit many libraries, but time would not permit. Nevertheless, during the Spring of 1967 the consultant did visit 32 libraries as follows:

College and University	5	School:		
Public	9	High School	7	
Special	2	Junior High	3	
District Library Supervisors	2	Elementary	4	14

A grant from the Council on Library Resources made possible a three-day seminar (see Appendix B, page 105), at which time a brief resume of the facts revealed by the survey, as well as tentative recommendations, were presented for discussion. Present at the seminar were members of the advisory committees, the survey staff, and the staff from the state library. Special consultants from the different fields of library service also were present. They were:

Legislation and Structure	Dr. Kenneth Beasley, Director Legislative Council Research Department Topeka, Kansas
Federal and State Relations	Miss Dorothy Kittel Library Services Branch U. S. Office of Education Regional Office Building Seventh and D Streets, S.W. Washington, D. C. 20202
Public Library Specialist	Miss Janice Kee, Lecturer Department of Librarianship Kansas State Teachers College Emporia, Kansas

School Library Specialist	Miss Margaret Irene Rufsvold Professor Division of Library Science Indiana University Bloomington, Indiana
Public Relations and Publicity	Mr. Dickson Hartwell Writer and Community Relations Consultant 5416 East Palo Verde Drive Phoenix, Arizona 85018
Academic Libraries	Dr. Alan Covey, Librarian Hayden Library Arizona State University Tempe, Arizona 85281

Dr. Lowell A. Martin and ALA President Mary V. Gaver were present at the meeting of the Arizona State Library Association in April and they met with the survey advisory committee and staff to discuss preliminary survey findings as well as possible future directions for Arizona library services. The assistance of these consultants provided the staff with a national perspective on Arizona library problems.

Need for Library Services

The state of Arizona has accepted responsibility for the education of its citizens. Libraries are an important and integral part of the complex of institutions which the state has established for this purpose. In the classroom, from the elementary grades through the advanced degree program, the availability of a wide range of library materials is an essential for the achievement of the quality education considered a "must" for our time. Teaching confined to the textbook and lecture will not meet current standards. Elementary students are required to consult several sources on class assignments, while the student of any age engaged in research--some of which is vital to the future economic, industrial, and social development of the state--is seriously handicapped without adequate library resources.

Since the 1950 census, Arizona has experienced a phenomenal growth in population--an increase of more than 70 per cent; and projected growth estimates indicate a continuation of the trend. This population growth has brought about an unprecedented demand for public services of all kinds, including libraries. The libraries of the state, in common with some other public services, have been unable to keep abreast of the needs of the people. If library services adequate to the requirements of this burgeoning population are to be provided and public funds used to the best advantage, long-range planning for comprehensive library services should begin immediately.

With so many problems for the state to consider, what is the importance of libraries for the future?

The lack of adequate library services affects all the people of the state. Ours is a democratic society, and a democracy can function well only when its people are informed and can participate intelligently in the affairs of daily life. The problems of government itself, at both the state and local levels have become so complex that government officials cannot act without a constant flow of information. Arizona hopes to attract new industries, particularly electronics and light manufacturing. It is no accident that major centers of these industries are in the Boston, Chicago, and California areas. There they have access to great educational institutions and to some of the country's great libraries which can be called upon for the research vital to their programs. The renowned scholars, upon whom we depend for research, are attracted to educational institutions having libraries which make their research possible.

That small children need an early introduction to books if they are to compete with their peers at school age has been demonstrated in recent years. The information sources which come into some homes--newspapers, magazines, radio, and television--cannot keep people sufficiently informed on affairs of consequence to them, nor do they meet the ever-growing interest of people in the arts and culture of this and other countries. The state can be no better than its citizens. Insofar as people are handicapped by their lack of education and information, the state is handicapped in its growth and development.

Library resources may be housed in a variety of institutions: the state library, school libraries, the libraries of our academic institutions, the public libraries of our cities and towns, the special libraries of business, government, and associations. However, as stated in a recent library survey, "Every individual, regardless of where he lives in a state, should have access to quality library service."[2] Now is a fortuitous time to make long-range plans for the development of such library services. New concepts of library service involving better cooperation and coordination have been found. Data processing, speedy forms of communication, and increasing developments in information retrieval enable libraries to pool their resources and to speed up their services.

The sudden influx of population during the past fifteen years has made necessary the provision of many public services. But the fact that the state has lagged should be converted to an advantage. We can learn from the experience of other states. We do not have a body of entrenched tradition which could impede the adoption of the newer philosophy and techniques of library service. We have the advantage of federal funds, available to all types of libraries, to strengthen the support of libraries at the state and local level.

Much is to be done before the people of Arizona have the good library services they need, but the state has great potential and strong resources that can enable those people to achieve any goal they set for themselves.

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[2] S. Janice Kee, Equality in Library Service - Wyoming's Goal (Cheyenne: Wyoming State Library, 1966), p. 4.

CHAPTER II

POPULATION AND CHARACTER OF ARIZONA

An image of Arizona--common throughout the world, and perpetuated to some degree perhaps by western movies and television--is one of desert. With clear skies, more than 80 per cent of the potential sunshine available is experienced in the southern portion of the state. A great deal of mining activity is centered in the mountain ranges of the southern part of the state. In broad valleys between the mountains lie the exceptionally fertile, irrigated areas, blessed with long growing seasons. During the winter season a significant tourist population is attracted to the resorts, ranches, and hotels of this area, the mild climate serving as a substantial magnet for growth.

Arizona consists of 113,956 square miles, of which 146 square miles is water. Of this total, 84.2 per cent is public land. The state is divided into three distinct geographic areas--a low southern desert, central mountains, and the high northern plateau--each quite different from the other. The dimensions of the state are: from north to south, 390 miles; from east to west, 335 miles. Elevations range from 137 feet to 12,670 feet above sea level.

Generally, the rugged mountain ranges run from northwest to southeast and are heavily mineralized. Snowfall in the mountains contributes the necessary water for lowland irrigation. The central mountains serve as popular outdoor recreation areas for the nearby centers of population. The southern area of the state is low in elevation, dry, with mild winters and hot summers.

The northern plateau, which drains largely into the Colorado River, tends toward mild summer temperatures. Numerous sharp canyons cut the plateau, but flat mesas also are common, with much of this area consisting of national forests, parks, monuments, and Indian reservations. In the upper elevations there is considerable commercial timbering, and wide areas of federal and private land are devoted to grazing of cattle and sheep.

I. Population Trends

Libraries are service agencies dealing primarily with people, for people, and about people, and this becomes most evident when we analyze the problems of Arizona's libraries today. The unique and exceptional population growth which Arizona has experienced and continues to undergo has created situations and problems which are fundamental, and with which we are just beginning to cope.

Projected Growth

Since the 1950's the population movement into Arizona has been phenomenal. The rate of increase from 749,587 in 1950 to 1,302,000 in 1960 was 73.7 per cent, with an additional increase to 1,575,000 in 1965. Projected estimates envision even greater growth in the decades to come. The anticipated state population in 1985 is about 3,000,000. In the 10 years prior to 1960, Arizona gained 331,000 inhabitants directly through the movement of people into the state.[3]

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[3] Valley National Bank, Arizona Statistical Review, 22nd. and 23rd. editions. (Phoenix: Research Department, Valley National Bank, September, 1966 and 1967), pp. 71 and 69 respectively.

Structure of Growth

This rapid growth is based on several factors: (1) The natural increase and (2) the substantial migration into the state. The natural increase is dependent upon the structure of the in-migration population. Contrary to popular belief, in-migrants have tended to be young, and in this they join a relatively young resident population with a high reproductive potential.[4]

Distribution of Age Groups

Increase by In-migration. The well-advertised influx of retired people has been more than balanced by younger in-migrants seeking new opportunities. The 1960 census revealed only eight states with a lower median age than Arizona. As they arrived, these in-migrants were disproportionately concentrated in two age groups. Thus, as Table I reveals, in-migration has provided people who, on the average, are younger than the United States population as a whole. While there has been a large percentage gain in the 60 and over age group, a significant balancing numerical increase in the early school age group also has occured.[5]

TABLE I

PERCENTAGE OF DISTRIBUTION OF POPULATION BY AGE IN ARIZONA AND THE UNITED STATES[6]

Age Group	Arizona Per Cent	United States Per Cent
9 and under	24.3	22.4
10-19	18.1	17.3
20-39	26.8	25.5
40-59	20.9	22.6
60 and over	9.8	12.1
TOTALS	100.0	100.0

Source: 1960 U. S. Census of Population

Natural Increases. Within the next several years those younger people will be contributing heavily to an increasing annual number of births. Trends indicate, as shown in Table II, that the in-migration of 20- and 30- year olds also may provide additional impetus to the birth rate of this highly reproductive group. Following this demographic pattern, there should be by 1973 a natural increase in population of approximately 50,000 annually.[7]

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[4] Employment Security Commission of Arizona, *et. al.*, *The Economy of Arizona* (Phoenix: Research Reports Section, Unemployment Compensation Division, Employment Security Commission of Arizona, February, 1964), p. 3.

[5] *Ibid.*, pp. 3, 5.

[6] *Ibid.*, p. 5.

TABLE II

AGE DISTRIBUTION OF ARIZONA POPULATION
1950-1960[8]

Age Group	1950	1960	Per Cent Increase
9 and under	171,682	319,235	65.9
10-19	124,842	234,237	87.9
20-39	228,797	347,042	51.7
40-59	156,266	269,942	72.7
60 and over	68,200	131,705	93.1
TOTALS	749,587	1,302,161	73.1

Source: U. S. Census of Population, 1950 and 1960.

After 1965, as births increase rapidly, the natural increase will approach growth through in-migration. Barring unforeseen economic setbacks, the population will be augmented, as demonstrated in Figure 1, at a rate approximating 100,000 annually by 1968. While it should not be assumed that population growth will be steady from year to year, it appears that at a minimum, Arizona's population will grow by about half a million during the decade of 1963 to 1973, based upon a 1965 population of 1,575,000.

Trends of the Future

Also to be considered is the potential of continued migration of retired people into the state which will cause considerable impact on the economy. Figure 1 shows actual and projected growth in Arizona from 1945-1970.

For many years--from the days of the early settlers until 1940--the pioneers of Arizona had few technical skills and little formal education, but they were a hardy, industrious group who created a sound foundation for subsequent growth, The character of the in-migration population changed after 1940, however, with Arizona becoming a center of attraction for an entirely different type of people. This was an influx of skilled workers, technicians, and scientists

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[7] *Ibid.*

[8] *Ibid.*, p. 4.

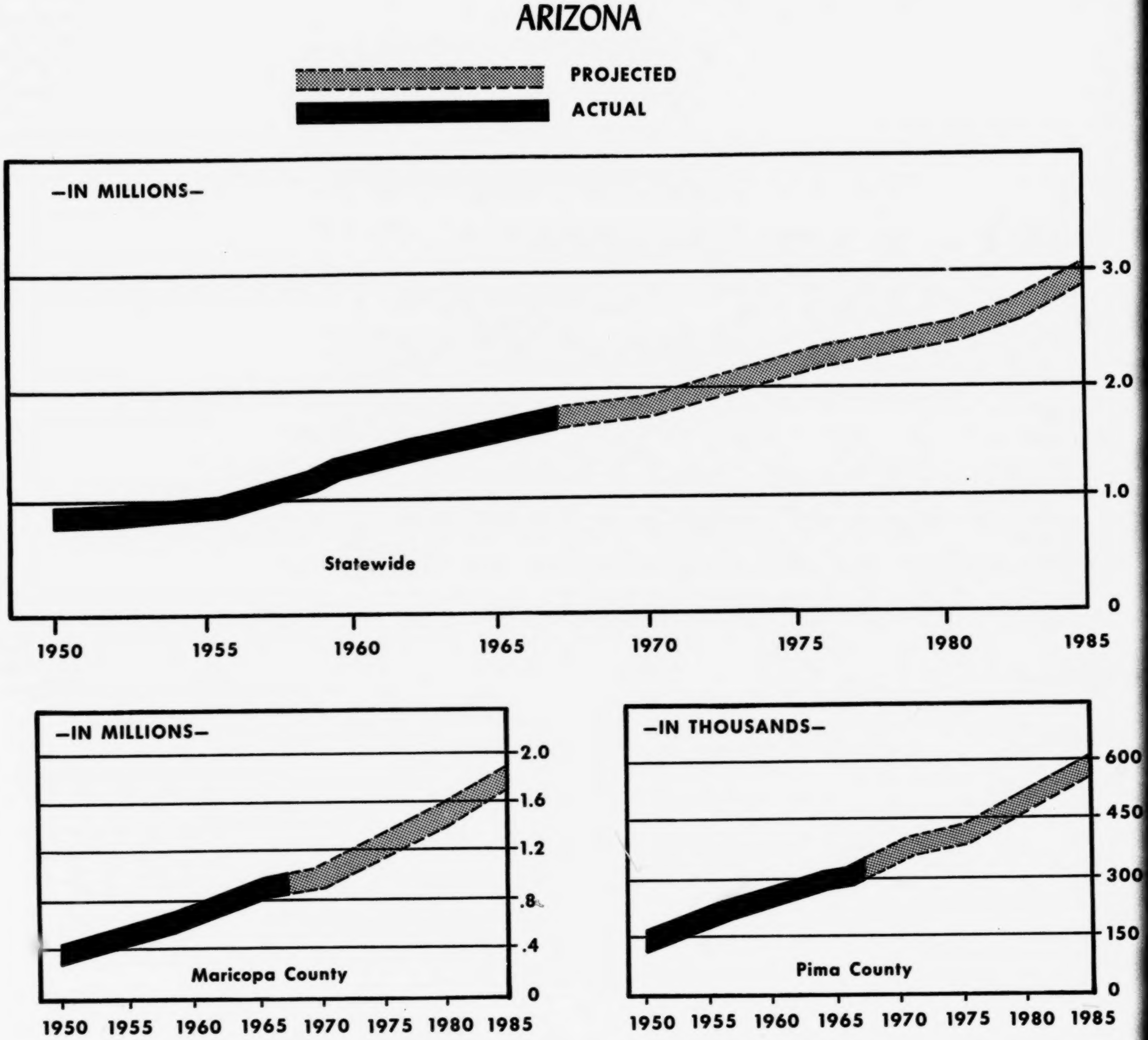

FIGURE 1

ACTUAL AND PROJECTED

POPULATION GROWTH IN ARIZONA [9]

answering the needs of the aircraft, electronics, and allied industries. Naturally, related services also needed additional skilled people in many categories. As a result, the future workers will tend toward higher skills and more technical training, and will work in more specialized categories. The high percentage of the population under 20 years of age, the widespread need for more and better education, and the need for skilled workers will mean increased demands on the state's educational institutions, including libraries, in the coming years. The median educational level in Arizona for people of 25 years or over in 1960 was 11.3 years, compared with a national median of 10.6,[10] and this figure probably will move up in the next several years. Enrollment in Arizona's schools for 1965-66 was:

Elementary	250,870	Average daily attendance
High School	89,701	Average daily attendance
College and University	66,493	Average daily attendance
TOTAL	407,064[11]	Average daily attendance

Newcomers to the state are causing a slow but inexorable change in the composition of the population. The minority groups of the past, while demonstrating rapid growth in their own right, are not being augmented by in-migration and are a declining proportion of the population, as Table III shows.

The boom in population will emanate from many directions and will provide meaningful changes in the complexion of the population of the future; and changes which will motivate librarians to meet both the quantitative and qualitative needs of these significant trends are becoming obvious rapidly. Past growth already has placed excessive burdens on the library services of Arizona, and the continuation of these population increases only can add to the strain by creating a more complex problem of maintaining sufficient library services.

With growth from all quarters, these population projections indicate that the currently inadequate support to library services for the entire state requires new concepts of library services. Without this, state-wide library services can suffer only further as the population increases create additional demands on already generally poorly supported library services.

II. Geographical Distribution of Population

As the population has increased, so has the geographical distribution of population shifted significantly within the state.

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[9] Valley National Bank, Arizona Statistical Review, 23rd. Annual edition. (Phoenix, Research Department, Valley National Bank, 1967), page 6.

[10] United States Census, 1960.

[11] Valley National Bank, op. cit., p. 13.

TABLE III

POPULATION OF ARIZONA BY RACE
1940, 1950, 1960

Race	1940		1950		1960	
	Population	Per Cent	Population	Per Cent	Population	Per Cent
White	426,792	85.5	654,511	87.3	1,169,517	89.9
Indian	55,076	11.0	65,761	8.8	83,387	6.4
Negro	14,993	3.0	25,974	3.5	43,403	3.3
Other	2.400	.5	3,341	.4	5,854	.4
TOTALS	499,261	100.0	749,587	100.0	1,302,161	100.0

Source: U. S. Census of Population, 1940, 1950 and 1960.

Population distribution and library services are directly related, the problems of density and sparsity being significant to the development of a statewide library plan. This becomes particularly apparent when consideration is given to the fact that more than 70 per cent of Arizona's population is situated in the metropolitan areas of Phoenix (Maricopa County) and Tucson (Pima County), as indicated in Figure 2. In 1962 the population per square mile for the country as a whole was 51. In Arizona the population per square mile was only 12. Because Phoenix and Tucson account for more than 70 per cent of the population, the remaining 29 per cent brings the persons per square mile of the remainder of the state to a little more than 3. Thus, providing equitable and satisfactory library services to all the citizens of Arizona, in the face of such a distribution, is one of the major problems facing our libraries today.

Population Potential Peaks

Figure 2 provides a clear picture of Arizona's population potential, and the potential peaks in the Phoenix and Tucson areas are very apparent. A line drawn from Prescott through Phoenix and Tucson to Douglas forms an apparent "ridge" of population potentials. Further, a line from Tucson to Nogales would form a branch of this ridge. Future settlement and development of Arizona well may be concentrated along this ridge.

Population Distribution Belt

Clearly, Figure 2, which shows a population projection for Arizona, reinforces the premise of continued growth in the metropolitan areas of Phoenix and Tucson, and it further reveals a belt of population growth and settlement which runs from the center of the state to the southeast in an easy curving line to near the state of New Mexico and the Republic of Mexico border.

This, of course, points up the very large, sparsely populated rural areas surrounding the population belts. Library services in these areas are not at all evenly developed at present, and in some cases, are poorly coordinated. Even more populated areas, except for widely spaced and isolated pockets, are providing only the most limited library services, and some large areas are virtually unserved.

Many of these sparsely populated areas are accessible, but consideration must be given to methods of serving those inaccessible population groups which can be reached only by air or by out-of-state and circuitous routes. To provide adequate services to either group will not be accomplished easily or quickly.

Economy and Government

Ask any Arizonan, and he will tell you that the state's economy is based on the four "C's"--copper, cotton, cattle, and climate. The last "C" brings the tourists who spent 420 million dollars in the state in 1965. Arizona presently accounts for more than half of the nation's copper production, and the total mining income for the state in 1965 was 580 million dollars. There is timbering in the mountains and cotton growing in the desert lowlands. The state's most urban county, Maricopa, also is its greatest agricultural county. In round figures, agricultural income for the state in 1965 was 294 million dollars, with cattle producing 211 million dollars, and manufacturing adding another one billion dollars.[12]

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[12] Valley National Bank, op. cit., p. 2.

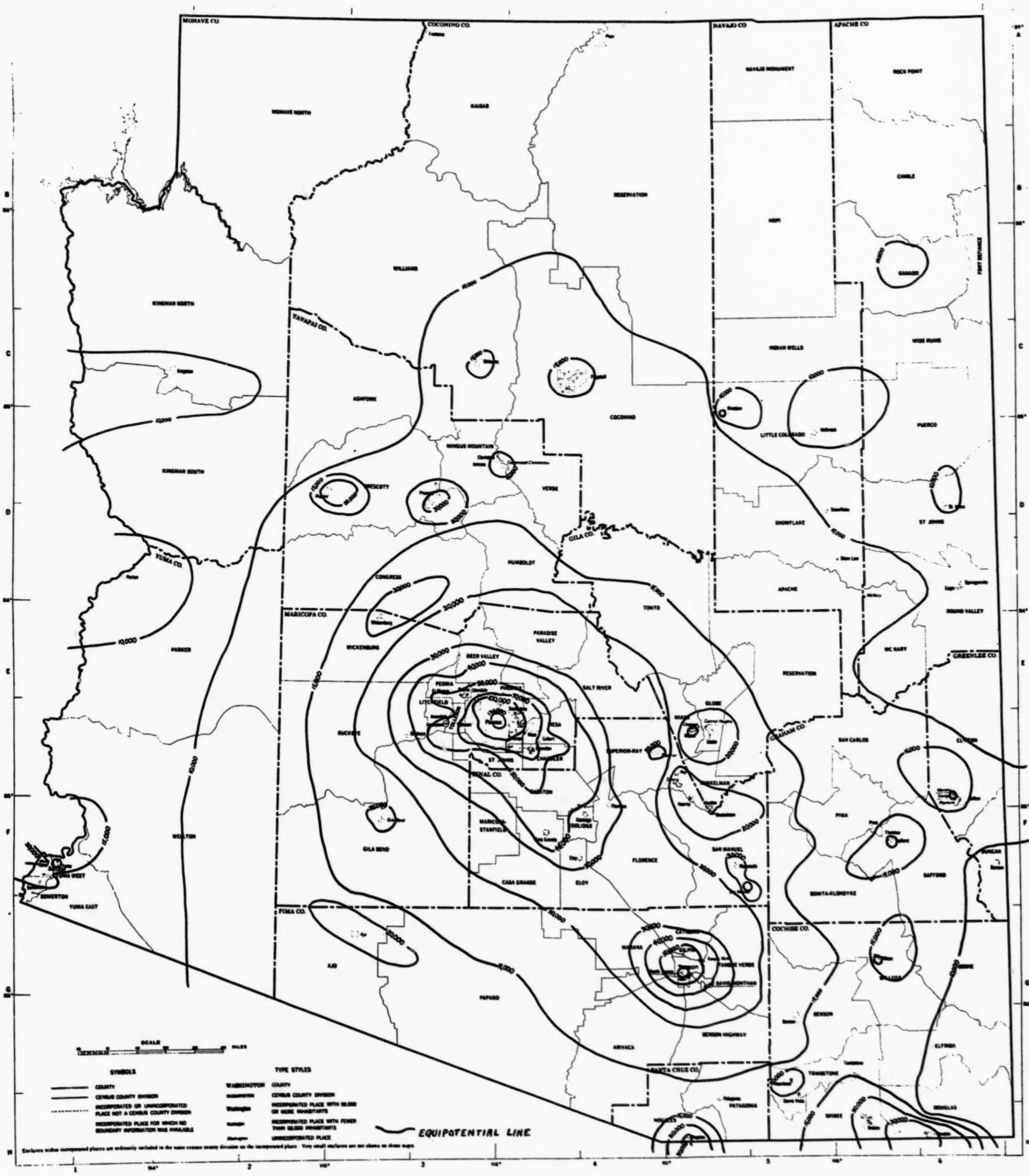
MOHAVE CO.
COCONINO CO.
NAVAJO CO.
APACHE CO.
MOHAVE NORTH
KAIBAB
NAVAJO MONUMENT
ROCK POINT
RESERVATION
HOPI
CHINLE
WILLIAMS
GANADO
FORT DEFIANCE
KINGMAN NORTH
YAVAPAI CO.
INDIAN WELLS
WIDE RUINS
ASHFORK
COCONINO
LITTLE COLORADO
PUERCO
KINGMAN SOUTH
MINGUS MOUNTAIN
PRESCOTT
VERDE
SNOWFLAKE
ST JOHNS
YUMA CO.
GILA CO.
HUMBOLDT
CONGRESS
APACHE
TONTO
ROUND VALLEY
MARICOPA CO.
WICKENBURG
PARADISE VALLEY
PARKER
DEER VALLEY
SALT RIVER
RESERVATION
MC NARY
GREENLEE CO.
PEORIA
LITCHFIELD
MESA
GLOBE
BUCKEYE
SUPERIOR-RAY
SAN CARLOS
CLIFTON
ST. JOHNS
CHANDLER
GRAHAM CO.
PINAL CO.
SACATON
WINKELMAN
MARICOPA-STANFIELD
COOLIDGE
PIMA
GILA BEND
WELLTON
FLORENCE
SAN MANUEL
SAFFORD
DUNCAN
YUMA WEST
SOMERTON
YUMA EAST
CASA GRANDE
ELOY
BONITA-KLONDYKE
PIMA CO.
COCHISE CO.
AJO
MARANA
CATALINA
RINCON VALLEY
DAVIS-MONTHAN
BOWIE
PAPAGO
BENSON
BENSON HIGHWAY
ARIVACA
ELFRIDA
SANTA CRUZ CO.
TOMBSTONE
PATAGONIA
NOGALES
BISBEE
DOUGLAS
10,000
20,000
30,000
40,000
50,000
60,000
SCALE
SYMBOLS
TYPE STYLES
COUNTY
CENSUS COUNTY DIVISION
INCORPORATED OR UNINCORPORATED PLACE NOT A CENSUS COUNTY DIVISION
INCORPORATED PLACE FOR WHICH NO BOUNDARY INFORMATION WAS AVAILABLE
WASHINGTON
INCORPORATED PLACE WITH 50,000 OR MORE INHABITANTS
INCORPORATED PLACE WITH FEWER THAN 50,000 INHABITANTS
UNINCORPORATED PLACE
EQUIPOTENTIAL LINE

FIGURE 2

ARIZONA POPULATION POTENTIAL MAP

BASED ON CENSUS COUNTY DIVISION

CONTROL AREAS

The state's greatest problem is insufficient water. Unless it can be solved, industrial and agricultural expansion, with their concomitant population growth, cannot take place.

The total assessed valuation of the state, the separate counties, and the state tax rate are shown in Figure 3. The state also levies an income tax, and there are both state and city sales taxes. Tax revenues are severely affected by the fact that 84.2 per cent of the state is public land. The per capita income in the state is $2,310 as compared with a national figure of $2,746. The mill tax for county libraries is not limited, but the library tax in cities and towns by law cannot exceed one and one-half mills. A number of counties and cities, however, have not levied any library tax. Arizona has not taken advantage of the opportunity to invest more money in library services than it does.[13]

Arizona's law provides for library establishment and government by local communities, by counties, by contracts between counties, or by contracts between counties and cities and towns. However, the law does not provide for joint action between governmental units for establishing library services in a given area which crosses governmental jurisdictions. It is not even possible for school districts to cooperate across district lines. Arizona has 315 school districts, including 13 in Phoenix and five in Tucson. Fourteen counties vary in size from 1,246 square miles to 18,573 square miles, and in population from 14,000 to 804,000 (1965 est.).

Arizona's population has been predominately youthful since Territorial days, with youth's optimism and confidence. A state only since 1912, with its original representative still in Congress, the state's history is very much in the present. Every tiny library has its Southwest and Arizona collections--some of them with rare items. In some measure the frontier philosophy still prevails in the state--a philosophy that can hinder if it adheres too much to the past, but one that can be a strength if it holds--as our pioneers of only a generation or two ago did hold--that Arizona offers a new opportunity for the good life.

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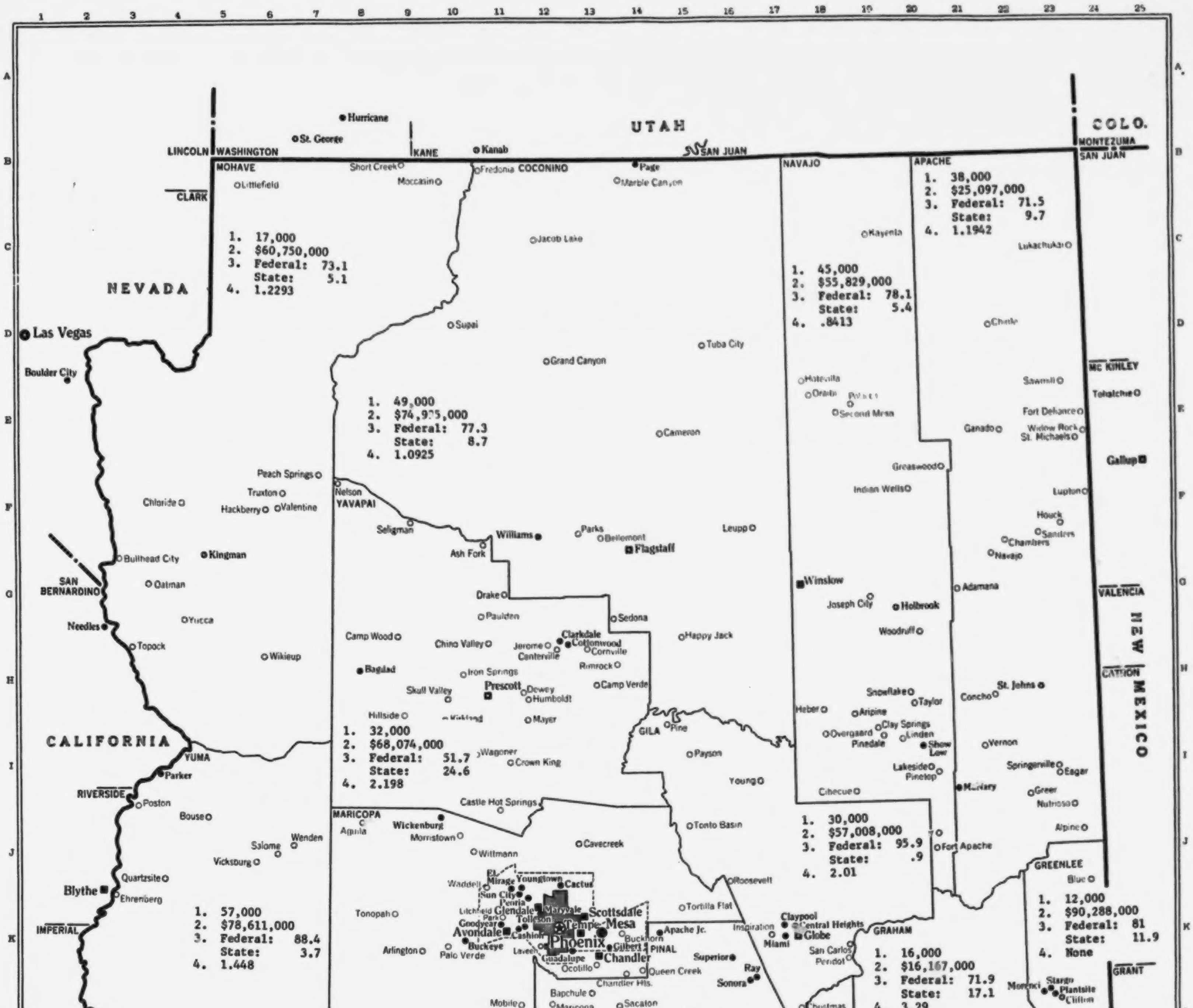
[13] As this report is being written, the State Legislature is struggling with proposed revisions in the tax structure which may affect the libraries of the state.


UTAH
COLO.
NEVADA
CALIFORNIA
NEW MEXICO
MEXICO
LINCOLN
WASHINGTON
KANE
SAN JUAN
MONTEZUMA
CLARK
SAN BERNARDINO
RIVERSIDE
IMPERIAL
YUMA
MC KINLEY
VALENCIA
CATRON
GRANT
HIDALGO
MOHAVE
1. 17,000
2. $60,750,000
3. Federal: 73.1
State: 5.1
4. 1.2293
COCONINO
1. 49,000
2. $74,975,000
3. Federal: 77.3
State: 8.7
4. 1.0925
NAVAJO
1. 45,000
2. $55,829,000
3. Federal: 78.1
State: 5.4
4. .8413
APACHE
1. 38,000
2. $25,097,000
3. Federal: 71.5
State: 9.7
4. 1.1942
YAVAPAI
1. 32,000
2. $68,074,000
3. Federal: 51.7
State: 24.6
4. 2.198
GILA
1. 30,000
2. $57,008,000
3. Federal: 95.9
State: .9
4. 2.01
GREENLEE
1. 12,000
2. $90,288,000
3. Federal: 81
State: 11.9
4. None
YUMA
1. 57,000
2. $78,611,000
3. Federal: 88.4
State: 3.7
4. 1.448
MARICOPA
1. 894,000
2. $1,025,285,000
3. Federal: 66.9
State 7.8
4. 1.51
PINAL
1. 64,000
2. $147,787,000
3. Federal: 37.8
State: 35.6
4. 1.8763
GRAHAM
1. 16,000
2. $16,167,000
3. Federal: 71.9
State: 17.1
4. 3.29
PIMA
1. 326,000
2. $442,211,000
3. Federal: 71.1
State: 15.6
4. 2.1882
SANTA CRUZ
1. 14,000
2. $11,521,000
3. Federal: 53.4
State: 7.8
4. 4.7255
COCHISE
1. 61,000
2. $86,963,000
3. Federal: 23.9
State: 34.1
4. 2.5744
Las Vegas
Phoenix
Tucson
Flagstaff
Prescott
Yuma
Nogales
Kingman
Globe
Bisbee
State Population
1,302,161
City Population
100,000 and over
25,000 to 100,000
5,000 to 25,000
1,000 to 5,000
under 1,000
State Capital is shown with star-centered symbol
County Seat is shown with dot-centered symbol
Rand McNally Metro. areas are enclosed by dashed lines
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ARIZONA COUNTIES
Total Number 14
1960 Populations
SCALE IN MILES

LEGEND:
1. Population (July 1, 1966 est.)
2. Assessed Valuation
3. % Federal and State Land
4. Tax Rate

STATE TOTALS:
1. Total Population: 1,655,000
2. Total Assessed Valuation:
   $2,240,586,000
3. Total Area Federal and State Lands:
   72,688,000 acres = 84.32%
4. State Tax Rate: 1.66

FIGURE 3

POPULATION ASSESSED VALUATION 1966
FEDERAL AND STATE LAND HOLDING AND TAX RATES

CHAPTER III

EARLY DEVELOPMENT OF LIBRARY SERVICE IN ARIZONA

State Library Service

The first code of Arizona, known as the Howell code--the original set of laws for Arizona Territory--created what has become the Department of Library and Archives of the state. The original book collection was assembled from various sources, some of it having been brought overland with the initial government party. From the original list of volumes held in 1865 many still are in the state library collection. Through the years the department has survived a variety of name changes and responsibilities--the latter assigned to it over the years by the legislature, having made it a comprehensive state library as described by Monypenny in The Library Functions of the States,[14] though appropriations to match the responsibilities were not always immediately forthcoming.

The United States Congress appropriated no funds for the state library until 1871. It existed for several years on fees, and though a library extension division was approved by the State Legislature in 1949, no funds were appropriated for its implementation until 1957 after the passage of the Library Services Act. The Library Extension Service has not been made a division of the Department of Library and Archives as have the other major services, despite the fact that its total budget is more than double that of all the other divisions.

In early years the state library was shifted from city to city in the struggle over which city was to become the state capitol, and it was housed in various quarters. When the new wing to the state capitol building was completed in 1939 the state library finally was placed in suitable quarters of its own, but this space now is very overcrowded. Badly needed staff members cannot be employed because there is no place to put them, and the Library Extension Service is housed in rented quarters only slightly better than a slum. During early years jurisdiction over the library was held by various offices, but in 1893 a Board of Curators was created to operate it, and that body continues to exist legally today, although its authority has varied considerably from time to time.

Public Library Service

The development of public library service has been slow in Arizona. As late as 1930, as shown by Table IV, there were only 24 public libraries in the state. Tables V, VI, and VII reveal the weaknesses of these libraries, most of which are independent units. Of the 137 public libraries in the state, 125 of them serve populations of less than 10,000; 118 have budgets of less than $10,000; 120 of the 137 have less than one professionally trained librarian on the staff. These are small local libraries, often poorly housed, manned by volunteers; and until

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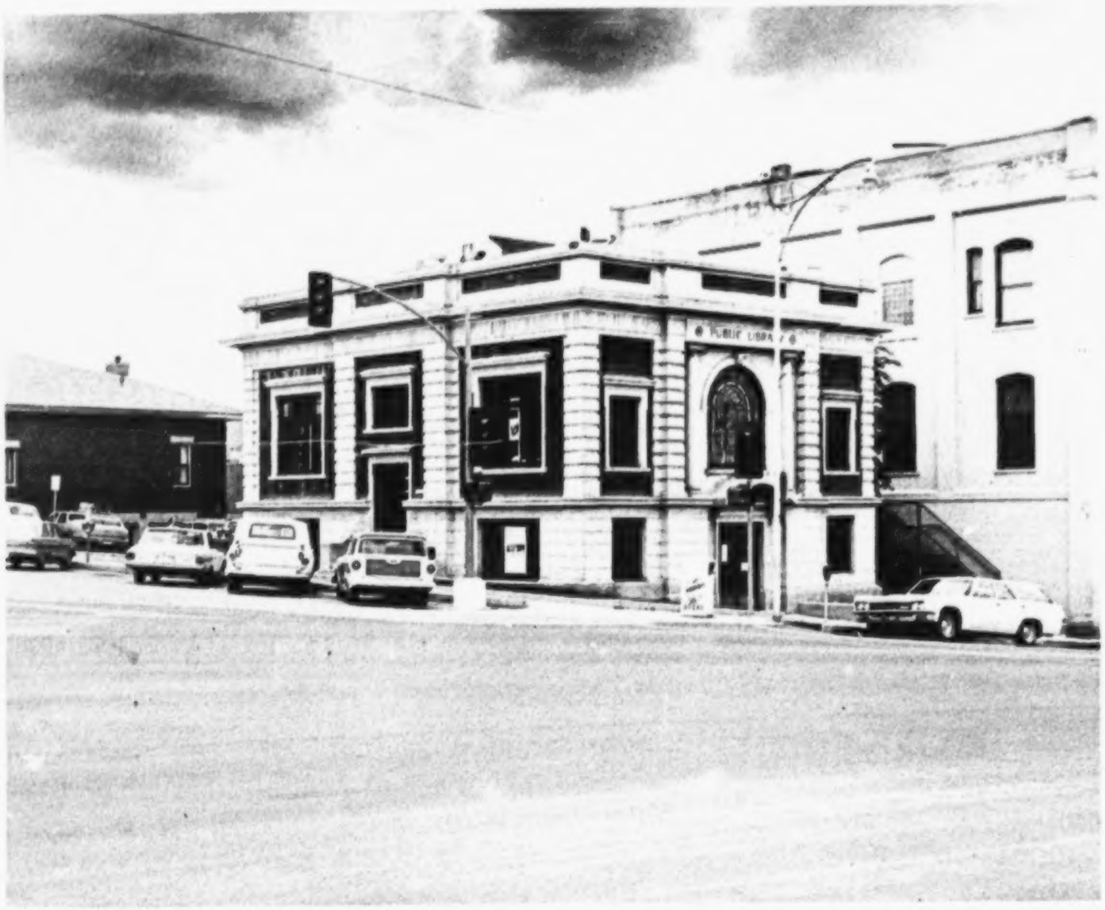
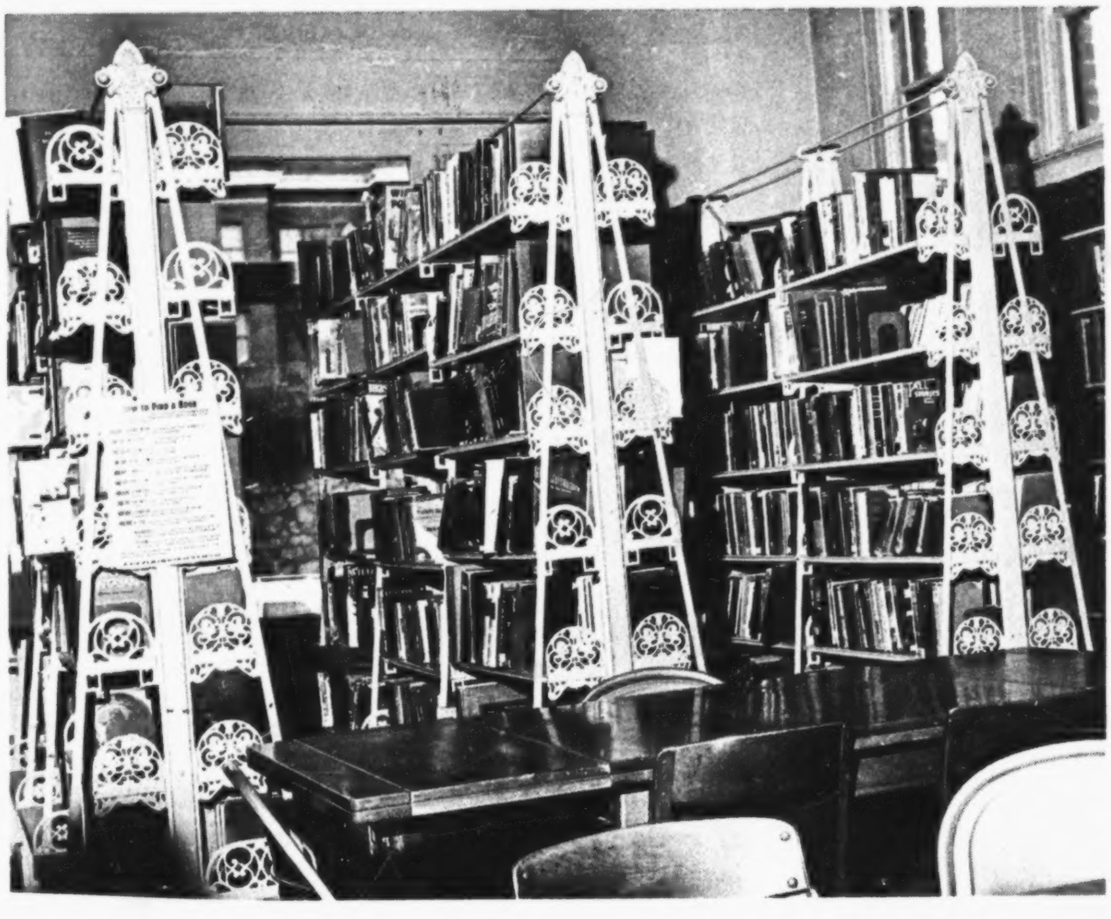
[14] Phillip Monypenny, The Library Functions of the State (Chicago: American Library Association, 1966), p. 47.





Prescott Public Library

Built in 1899

TABLE IV

DEVELOPMENT OF PUBLIC LIBRARIES IN ARIZONA
YEARS FOUNDED*

Year	Number
1899	5**
1900-1909	4
1910-1919	2
1920-1929	13
1930-1939	8
1940-1949	10
1950-1959	47
1960-	29

* 19 Libraries do not list founding date

** The following pioneer libraries are identified by the year founded:

1884	Tucson
1885	Bisbee Copper Queen
1885	Williams
1898	Glendale
1898	Phoenix

NOTE: The Table IV was developed from figures reported in Annual Report, Fiscal Year 1965 published by the Library Extension Service, Department of Library and Archives.

TABLE V

POPULATION LEGALLY SERVED BY PUBLIC LIBRARY

Population	Number of Libraries
Less than 1,000	68
1,000 to 1,999	24
2,000 to 4,999	23
5,000 to 9,999	10
10,000 to 14,999	4
15,000 to 24,999	1
25,000 to 49,999	3
50,000 to 249,999	1
250,000 and more	3
TOTAL	137

NOTE: The Table V was developed from figures reported in Annual Report, Fiscal Year 1965 published by the Library Extension Service, Department of Library and Archives.

TABLE VI

ARIZONA PUBLIC LIBRARIES AS CLASSIFIED BY BUDGET

Budgeted Amount	Number of Libraries
$150,000 and over	2
100,000 to 149,999	5
50,000 to 99,999	2
25,000 to 49,999	1
20,000 to 24,999	1
15,000 to 19,999	2
10,000 to 14,999	6
5,000 to 9,999	6
3,000 to 4,999	22
1,000 or less	24
No budget	66
TOTAL	137

NOTE: The Table VI was developed from figures reported in Annual Report, Fiscal Year 1965 published by the Library Extension Service, Department of Library and Archives.

TABLE VII

ARIZONA PUBLIC LIBRARY PERSONNEL
FULL TIME EMPLOYEES

	Less Than 1	1	2-4	5-9	10-14	15-19	20-24	25 or Over
Number of Libraries with Paid Staff Members	40	70	18	3	4	-	-	2
Professionally Trained Staff with Fifth Year Library Science Degree	129	4	2	-	1	-	-	1

NOTE: Table VII was developed from figures reported in Annual Report, Fiscal Year 1965 published by the Library Extension Service, Department of Library and Archives.

the Library Extension Service came into being, they contained collections consisting mostly of gift books. Many of them do not have regular support. Like the beginnings of public library service in many states, these little libraries are the result of the interest, the zeal, and the hard work of local women's groups. They are, and should continue to be, the basis of local library service, but they must be strengthened. A few of them are supported entirely by the mining interests which own the towns in which they are located.

Academic Libraries

Arizona's system of higher education consists of three universities (one of which was a state college until the fall of 1966) and six community colleges. In addition, there are two private four-year colleges, one of which had its first student body in the fall of 1966. The libraries of the two older universities had the usual beginnings as a few books in a professor's office or an inadequate collection on the top floor of the administration building. These have grown into creditable collections, though they still are not sufficient to meet today's needs. Two of the university libraries have just moved into new buildings.

New community colleges are scheduled for construction at Prescott, Coolidge, and Tucson. The Arizona State Legislature legalized the location and maintenance of community colleges in 1927. Phoenix College was the first to be established. Mesa and Glendale originally were extensions of Phoenix, but they became separate institutions in the mid-sixties. Cochise and Arizona Western date from the same period. Arizona Eastern, which began as an academy operated by the Latter-Day Saints Church, became part of the community college system in 1962.

School Libraries

Little information is available concerning the development of school libraries in Arizona because, for many years, the school library, if it existed, was an internal unit of the school with no particular attention accorded it. The most important development in school library service in Arizona, as elsewhere, has been the recent implementation of Public Law 89-10, the Federal Elementary and Secondary Education Act of 1965. Its effects already are apparent in the school libraries, particularly in the elementary schools. A separate study of these libraries was conducted concurrently with this survey, and some of the findings are presented in the chapter on school libraries. The complete study, _A Study of Conditions and Services in School Libraries in Arizona_, will be published by Arizona State University.

Special Library Service

Special library service consists of libraries serving many diverse types of clientele--bar associations, medical societies, hospitals, military installations, industries, research organizations, newspapers, genealogical groups, foundations, banks, art societies, museums, etc.

Two major distinctions differentiate special libraries from other libraries. A special library usually is a particular collection limited by subject or type. It is an organization with established goals or objectives designed to serve exclusively its sponsoring organization. Another facet of the special library is the subject or departmental section of a university or large public library, but these can be better considered as part of the function of the parent library. Some of the special libraries, particularly law and historical collections, go back to the early days of the state, but one-third of them have been established since 1945.

CHAPTER IV

PUBLIC LIBRARIES

Historically, public libraries have provided important resources for learning and have symbolized an element of culture within the community. In this chapter information is presented on the state's public libraries, including the number and types of public libraries, collections--books and periodicals--personnel, physical facilities, and budgets.

The Library Extension Service of the Department of Library and Archives in its annual report of July, 1965, listed 137 public libraries in Arizona. The Library Extension Service (hereafter referred to as LES) was asked to compile a list of libraries which should receive the questionnaire, and the basis of selection was: (a) the library should have a legally constituted board, or (b) it should have some public support either from tax levy or appropriation. Based on these criteria, questionnaires were sent to 61 libraries.

Two exceptions were made for purposes of comparison. The exceptions were the libraries in Bisbee and Douglas, both supported entirely by mining corporations. They have no library boards and could not report the amounts of their support. Many of the libraries that did not get questionnaires receive help consisting of books, staff salaries, guidance, or a combination of these from the Library Extension Service.

No. of libraries in Arizona	137
No. receiving questionnaire	61
No. receiving assistance from LES	90
No. receiving assistance from LES that have no public support	40

Two different questionnaires were used, one for the large and one for the small public libraries (see Appendix D, p. 125). "Large is a relative term in Arizona because there are only three libraries serving populations of over 300,000, and the population in cities then drops to around 50,000. One-third of the libraries serve populations of less than 5,000. Only two counties have a population exceeding 100,000. The 14 questionnaires sent to the large libraries showed that they served the following populations (1965 est.):

Population Served	No. of Libraries
300,000 and over	3
100,000 - 299,999	0
50,000 - 99,999	4
25,000 - 49,999	3
10,000 - 24,999	3
Under 10,000	1

Included in this group are the five county libraries, or libraries which give county service. They are:

Maricopa County -- Supported by county appropriations. Assists some of the libraries in that county with books and services and gives "over the counter" service to all residents of the county from its headquarters in Phoenix.

Pima County -- Service provided by Tucson Public Library by contract with Pima County through a branch, deposit stations, and bookmobile service. County residents are free to use the services and facilities of the Tucson Public Library.

Safford-Graham County -- Safford Public Library provides service to Graham County residents who are permitted to use that library. No bookmobile or other extension service is offered.

Yuma City-County -- Service to county residents by contract with Yuma Public Library through four branches and a bookmobile. County residents are free to use the facilities and services of the Yuma City Library.

The 37 small public libraries which responded to the questionnaire serve population groupings as follows:

Population Served	No. of Libraries
10,000 and over	1
5,000 - 9,999	9
2,500 - 4,999	7
Less than 2,500	20

All of these received assistance from the Library Extension Service; and if they were in counties which provide county library service, they received assistance from that source.

Collections - Books

No library in Arizona meets the recognized per capita standard in its book collection. There should be at least two books per capita in public libraries serving a population of less than 100,000 people and 1.5 books per capita for portions of the population above 100,000. It has been said, "A library serving only 10,000 people can have five books per capita and still not be able to meet requests for titles."[15] For the large library group the per capita book stock held was:

Per Capita Book Stock Held	No. of Libraries
Up to 1.0	9
1.0 to 1.9	3
No response	2

---

[15] Lowell A. Martin and Roberta Bowler, Public Library Service Equal to the Challenge of California (Sacramento: California State Library, 1965), p. 31.

It was not possible to get a per capita figure on the book stock for the smaller libraries, nor was it possible to obtain several other statistics. Some responses to the questionnaires from many of the smaller libraries were incomplete and inadequate. Personal follow-up visitations could not be conducted in all such cases; and, consequently, some of the data are not complete about the smaller libraries. Many of these libraries are staffed by untrained personnel without sufficient in-service training or supervision, thus accounting for the inadequate data.

Using the minimum standard of two books per capita, the Phoenix and Tucson public libraries, which served a total of 1,037,000 people, were deficient a total of 1,350,000 volumes at the time of the survey, having about 3/4 of one volume per capita. Of the large public libraries, two were not able to give a volume count. The Maricopa County Library was not included in this compilation because the services which it provides for the residents of Phoenix duplicate that of the Phoenix Public Library. These two libraries could well be combined into a city-county library.

The number of books on a library's shelves is not the sole criterion of the quality of the library's services, but it isn't possible to have a really good library without a quantity of usable books. "Usable" does not include antiquated sets, no matter how handsomely bound, out-of-date encyclopedias, scientifc and technical works whose information long has been superseded, and light fiction with, to present-day readers, the slightly humorous milieu of another generation. Practically every library visited needed to discard old, out-of-date, badly worn volumes which gave their collection a disused, depressing appearance and did not enhance the quality of the library service.

A sub-committee of the Arizona State Library Association Advisory Committee prepared book lists to be checked against the collections of the public libraries which had returned the questionnaire. Some library collections are augmented by sizable deposits from the Library Extension, and these books have helped to increase the number of new titles available in many libraries. To arrive at a true picture of the library's own holdings, each library was asked to indicate whether volumes were owned by the library or were on a long-term deposit from the State Library Extension Service. Tables VIII-XIII show the results. (For lists see Appendix J, p. 197; and Appendix L, p. 233.)

The ever-accelerating growth of knowledge means that a constantly expanding number of publications is needed to keep reasonably abreast of new technical, economic, and political developments. About 25,000 new titles were published in the United States in 1965. Not all of these were needed in Arizona public libraries, but the people of the state should have access to several thousand of them. The number of titles added to a library collection annually is a measure of the quality of its book collection. Of the group of large libraries only five, including Phoenix and Tucson, kept a record of the titles added in 1965-66. Among the five libraries, the average for new titles added during the year was 6,526. Phoenix and Tucson were the only libraries maintaining the standard for new acquisitions.[16] Of the 37 small libraries responding to the questionnaire, only four answered this question.

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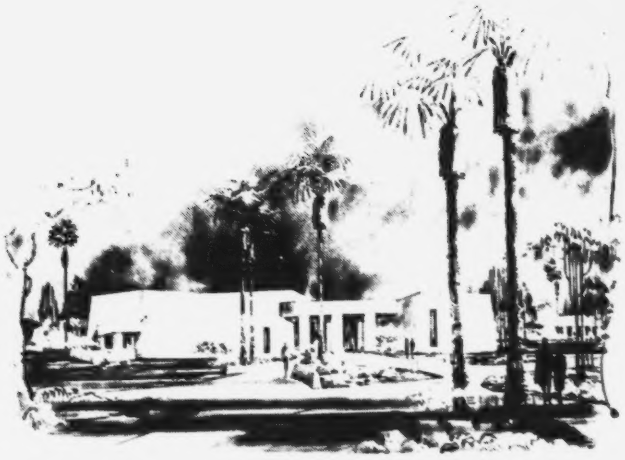
[16] Jean Barry Moltz, et. al., "Report of the Statistical Standards Sub-Committee," Just Between Ourselves, May, 1967, (Vol. 6, No. 2), pp. 1-2.



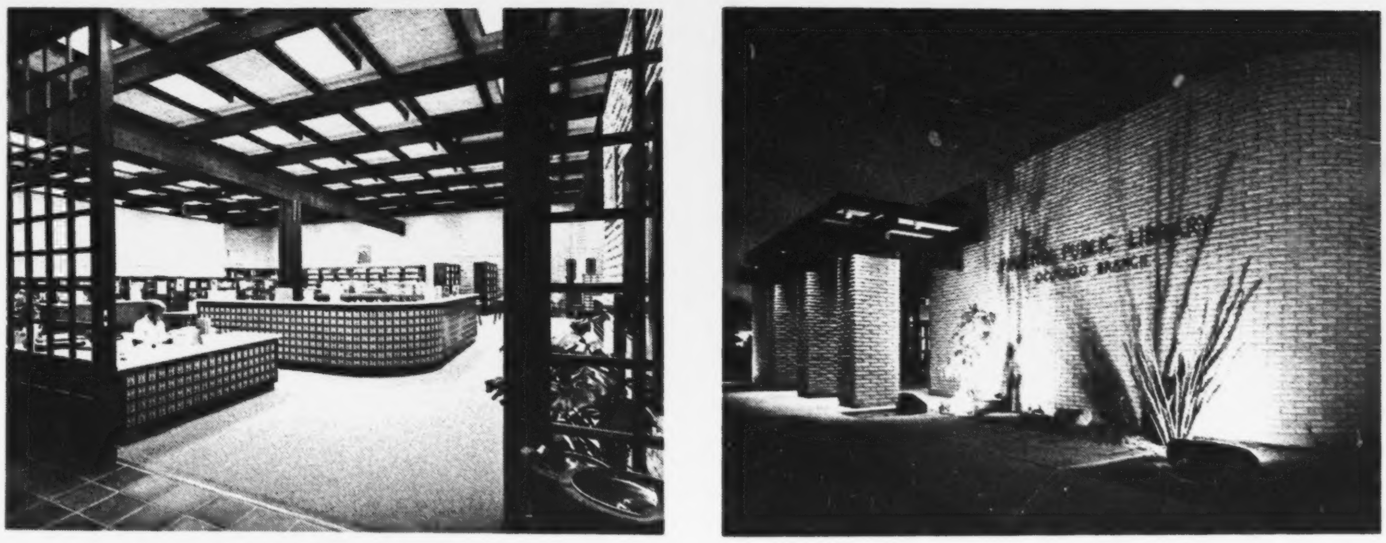
Scottsdale Library

Yuma Library

Nogales Library

New Libraries of Yuma, Nogales, Hayden, Scottsdale

Wilmot Branch, Tucson Public Library


PUBLIC LIBRARY

Ocotillo Branch, Phoenix Public Library

New Branch Libraries in Tucson and Phoenix

TABLE VIII

LARGE PUBLIC LIBRARY HOLDINGS K-12 REFERENCE BOOKS
LARGE PUBLIC LIBRARIES--PHOENIX AND TUCSON PUBLIC LIBRARIES

	PER CENT HELD OR OWNED						PER CENT NOT AVAILABLE					
	Under 20	20-39	40-59	60-79	80-100	TOTAL	Under 20	20-39	40-59	60-79	80-100	TOTAL
Source Lists					2	2	2					2
Encyclopedia					2	2	2					2
General Reference				1	1	2	1	1				2

TABLE IX

LIBRARY HOLDINGS
LARGE PUBLIC LIBRARIES--PHOENIX AND TUCSON PUBLIC LIBRARIES

	PER CENT HELD OR OWNED						PER CENT LIBRARY EXTENSION SERVICE						PER CENT NOT AVAILABLE					
	Under 20	20-39	40-59	60-79	80-100	T*	Under 20	20-39	40-59	60-79	80-100	T*	Under 20	20-39	40-59	60-79	80-100	T*
Public Libraries Reference Holdings					2	2	2					2	2					2
Public Libraries Adult Titles					2	2	2					2	2					2
Basic Book Collection Grades K through 8					2	2	2					2	2					2
High School Booklist					2	2	2					2	2					2

*T = TOTAL

TABLE X

LARGE LIBRARY HOLDINGS

	PER CENT HELD OR OWNED						PER CENT NOT AVAILABLE					
	Under 20	20-39	40-59	60-79	80-100	TOTAL	Under 20	20-39	40-59	60-79	80-100	TOTAL
Source List	1	1	2	1	4	9	5		2	1	1	9
Encyclopedia			3	1	5	9	5	1	3			9
General Reference		1	3	2	3	9	4	1	3	1		9

Nine libraries reported out of 10 receiving the booklist. All 10 returned a questionnaire. These figures exclude Phoenix and Tucson public libraries. They are reported separately.

TABLE XI

LARGE LIBRARY HOLDINGS

	PER CENT HELD OR OWNED						PER CENT LIBRARY EXTENSION SERVICE						PER CENT NOT AVAILABLE					
	Under 20	20-39	40-59	60-79	80-100	T*	Under 20	20-39	40-59	60-79	80-100	T*	Under 20	20-39	40-59	60-79	80-100	T*
Public Libraries Reference Holdings	2	3	2	2		9	8		1			9		2	3	2	2	9
Public Libraries Adult Titles	1	4	3	1		9	8	1				9		2	2	2	3	9
Basic Book Collection Grades K through 8	1	2		5	1	9	7	2				9	3	2	2	2		9
High School Booklist			2	2	4	8**	8					8	5	2	1			8

Nine libraries report out of 10 sent the booklist. All 10 returned a questionnaire.
These figures exclude Phoenix and Tucson public libraries. They are reported separately.

*T = TOTAL

** One library did not return his list.

TABLE XII

SMALL PUBLIC LIBRARY HOLDINGS K-12 REFERENCE BOOKS

	PER CENT HELD OR OWNED						PER CENT NOT AVAILABLE					
	Under 20	20-39	40-59	60-79	80-100	TOTAL	Under 20	20-39	40-59	60-79	80-100	TOTAL
Source Lists	12	3	3	1		19		1	2	3	13	19
Encyclopedia	7	6	5	1		19			5	7	7	19
General Reference	8	7	1	3		19		2	1	8	8	19

TABLE XIII

SMALL PUBLIC LIBRARY HOLDINGS

	PER CENT HELD OR OWNED						PER CENT LIBRARY EXTENSION SERVICE						PER CENT NOT AVAILABLE					
	Under 20	20-39	40-59	60-79	80-100	T*	Under 20	20-39	40-59	60-79	80-100	T*	Under 20	20-39	40-59	60-79	80-100	T*
Public Libraries Reference Holdings	17	2				19	18			1		19	1			6	12	19
Public Libraries Adult Titles	18		1			19	19					19			1	1	17	19
Basic Book Collection Grades K through 8	15	4				19	18	1				19				7	12	19
High School Booklist	6	8	4	1		19	16	3				19		1	6	11	1	19

Nineteen libraries reported out of 38 which received the lists in May. The 38 were the libraries that returned a questionnaire out of the 47 sent out in November.

Collections - Periodicals

Much of the world's expansion of knowledge is immediately available only in magazines or scholarly journals. Scientific discoveries, industrial and economic developments, and political events which may directly affect us often are yesterday's history before they get into the pages of a book. A varied selection of good periodical publications is essential if people are to keep themselves informed; and they are especially important in the various subject fields for students of all ages. The 14 large libraries held magazine subscriptions in these numbers:

No. of Periodical Subscriptions Held	No. of Libraries
Less than 50	5
50-100	2
100-199	1
200-299	1
300-399	1
400 or more	2
No response	2

The state's largest public library receives 676 magazines. In contrast, the Seattle Public Library, which serves a comparable population, receives more than 5,000 magazines. Very few of the small libraries subscribed to any magazines, depending, rather upon gifts to supply them.

Personnel

Library service is no exception to the general rule that success or failure of the enterprise depends on the quality of the people who administer it. A well-trained, competent staff is required at every level of service from the organization of the library to the selection of its materials to the daily contacts with the library's users and the community. Various kinds of knowledge and skills are needed--from the professionally educated, experienced library director to the clerk-typist and page. Each has a definite role to fill; and, without an adequate number of qualified people, no library can give the service of which it is capable.

A criterion of library staffing suggests that there should be one staff member for each 2,000 people in the service area.[17] In the group of large libraries the proportions were:

Population Served per Staff Member	No. of Libraries
5,000 or more	7
3,000 - 4,999	6

No library in this group was able to meet the standard, and most of the staffs were attempting to give service to more than twice the number of people whom they could serve adequately.

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[17] Minimum Standards for Public Library Systems, 1965 (Chicago: American Library Association, 1967), p. 54.

Sufficient numbers of professionally trained personnel should be provided to fill such specialized positions as:

Administration
Organization and Control of Materials
Selection, Information and Advisory Service for Adults
Selection, Information and Advisory Service for Young Adults
Selection, Information and Advisory Service for Children
Extension Services, Including Services to Those Persons in
    Need of Special Types of Services.[18]

It is apparent that there are not sufficient numbers of professional personnel in these positions in the larger libraries of Arizona when the following are considered.

Population Served per Professional Staff Member	No. of Libraries
20,000 or more	4
10,000-19,999	4
5,000- 9,999	2
Less than 5,000	1

There was a total of 88.5 professional personnel in the large public libraries of Arizona, plus 12.5 vacant positions. These professional librarians are serving more than a million people - more than 10,000 for each librarian. In smaller libraries the responsibilities are necessarily carried by fewer people. One reason people do not use libraries more frequently is that they do not get the service they expect from them. Good service is impossible with such severe staff shortages.

Few, if any, professionally-trained librarians are in any of the smaller libraries. Several have bachelor's degrees and some have a few hours of library science, but many of them have neither. This is not uncommon in libraries of this size, and the situation probably will not change to any marked degree. These small communities never will be able to support, nor will they need, professional librarians. What they do need is adequate and appropriate in-service training and supervision. In only five counties was there professional supervision from a central library, and all of those libraries are understaffed.

In a state covering almost 114,000 square miles there was only one professional librarian on the staff of the Library Extension Services of the Department of Library and Archives. The lack of this training and supervision was apparent in the unsatisfactory responses made on the questionnaires returned. An uncertain number of volunteers are used. Twenty-one of these libraries are open less than 25 hours a week. Nine of them are open less than 10 hours.

Personnel is at the same time the greatest strength and the greatest weakness of Arizona's libraries. Among a small corps of capable, well-educated professionals, as well as non-professionals and volunteers, a spirit of dedicated service has kept Arizona's libraries open. However, the libraries are not open enough hours per week, and too often they have not functioned well enough to provide even the sub-standard service for which the state has been willing to settle. They are overworked and underpaid; they work often without the understanding and support of the people they serve. Far too many of them have no formal training for what they are doing, and they lack the in-service training and supervision essential to the proper functioning of an untrained staff. The state cannot have good library service until the library personnel has been substantially increased and upgraded.

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[18] Ibid., p. 54.

Physical Facilities

It is a matter of pride in Arizona to be a "Territorial", to have been born in Arizona before it became a state in 1912. Several public library buildings share this distinction. The average age of the library buildings was 43.57 years, and among the 14 large libraries four were over 60 years old. The average age of the small libraries was 21 years, but this is probably because some of them were housed in municipal buildings or club houses. In most of the libraries visited the shelves were overcrowded, there were not enough seats for readers, and space was inconveniently arranged for lack of room in which to organize workspace efficiently. Some were poorly located, others were up flights of stairs, and, in spite of efforts to make them attractive, some were gloomy and depressing in their antiquated rooms.

Budgets

It is not possible to establish a standard per capita expenditure figure for the cost of public library service. The funds needed depend on (1) the services which the library offers its community, (2) the size of the population served, and (3) the region in which the library is located. Nationally actual budgets of libraries which achieved standards of service and were above minimum support in 1962 (the latest such compilation available) show per capita expenditures ranging from \$2.54 to \$5.41. The highest per capita figure cited is for the library serving the smallest population - 83,000.[19] If figures for libraries serving smaller populations had been shown, the per capita figure would be higher. Per capita expenditures for Arizona's larger and smaller libraries were:

Per Capita Expenditures	No. of Libraries
Large Libraries:	
Less than \$1.00	6
\$1.00 - \$1.49	2
\$1.50 - \$1.99	4
\$2.00 - \$2.99	1
Smaller Libraries:	
Less than \$1.00	19
\$1.00 - \$1.49	5
\$1.50 - \$1.99	1

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[19] Costs of Public Library Service, 1963 (Chicago: American Library Association, 1964), pp. 8-9.

The ALA states, "To meet the need for a generalized per capita figure it can only be said that the overall standard average for libraries in all categories throughout the United States was $3.82 in 1962."[20] Though there have been no more recent studies of costs, it generally is agreed that the per capita figure now should be between $5 and $6. Even at the figure of $3.82 per capita, which was three years old at the time of the survey, Arizona's libraries are disastrously under-financed. In 1965-66 the combined budgets of Phoenix and Tucson public libraries were only slightly over one and a half million dollars, when they should have totaled over three and a half million dollars. Ten other libraries in the large library group had a total budget in 1965-66 of slightly over half a million dollars. At $3.82 per capita they should have had over one and a quarter million dollars--two and a half times their present funding. These libraries have been starved for years.

The proportional distribution of funds among the major categories of expenditures also was quite revealing. For 25 years costs in these categories have ranged as follows:

	Salaries	Materials	Other Operating Expenditures[21]
Standard Average	60 - 70%	15 - 20%	15 - 20%
Large Arizona Libraries	35.95%	8.06%	55.99%
Small Arizona Libraries	52.09%	15.65%	32.25%

The higher operating expenses for Arizona libraries in comparison with the standard average, reflect the higher per capita costs of operating smaller libraries. The percentage of funds spent for salaries and other operating expenditures by the small libraries in contrast to the percentage spent for these items by the larger libraries is somewhat misleading because some of the small libraries were in municipal buildings or club houses with no rent nor maintenance charges. The low percentage spent on salaries reflects both insufficient staffing of personnel and a salary level far below the national average. Of the large libraries which reported their beginning salaries, the average was $5,171. In 1965 the national average beginning salary was $6,468. The beginning salary recommended by ALA in 1967 was $7,000.[22]

Though Arizona has assumed responsibility for the education of its citizens, it has neglected one of the institutions on which those citizens depend for an important part of their education throughout life. Too many people have a nineteenth-century concept of the public library when we are rapidly approaching the twenty-first century.

To quote the ALA: "Library service that was highly valuable to Ralph Waldo Emerson would be grossly inadequate to people who pay taxes today . . . the quickest and easiest access to the world's best thought is through the public library."[23] How many Arizona libraries can measure up to this standard? How long will the people of Arizona be content with inadequate library service?

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[20] Ibid., p. 2.

[21] Ibid., p. 3.

[22] Donald Strout and Ruth E. Strout, "Placement Situation 1965 (With a Preview of 1966)," Library Journal, June 15, 1966 (vol. 91, No. 12), p. 3117.

Conclusions and Recommendations

More than 50 per cent of the public libraries in Arizona have no support from public funds, although state law provides for both county and municipal tax levies. The results are below-standard services, including relatively short hours of service, inadequate collections, insufficient staffs, and often crowded and inappropriate quarters. This is particularly true in smaller cities and towns where these inadequacies are compounded by insufficient assistance and services from the Library Extension Service upon which they should be able to call. Library services are far below what they should be. Arizona cannot continue to have such inadequate services for a growing dynamic state.

The costs of operating expenses for Arizona libraries are high because of higher per capita costs of operating smaller libraries.

It is recommended that the public libraries of Arizona be improved by:

1. Larger collections of better quality are needed throughout the state including all types of materials. Collections should be up-dated and refined by discarding many old, out-of-date, and badly worn books.

2. More professional staff members in the larger libraries, including professionally trained personnel for the specialized library positions in the larger libraries, is recommended. The number of professional staff members at the state level should be increased to provide adequate and appropriate in-service training and supervision for the small libraries which often are staffed by non-professionals.

3. A great need exists for more suitable facilities in many places throughout the state. The recommendation applies to cities of considerable size as well as to smaller communities, e.g., the Tucson Public Library was build in 1900 for a population of 6,000 people and has had only two additions.

4. It is recommended that library services throughout Arizona provide much greater accessibility. Small libraries should be open longer hours each week. The state bookmobiles should make more frequent stops and provide increased services. More stations may be needed.

5. An adequate level of support must be provided to increase and improve the needed library facilities, staffing, and services. The state must take a more realistic attitude in providing proper financial support.

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[23] Minimum Standards for Public Library Systems, 1966 (Chicago: American Library Association, 1967), pp. 2,4.

CHAPTER V

SCHOOL LIBRARIES

Public, private, and parochial school libraries also were studied by the questionnaire method, supplemented by sampling visitations to school libraries. The school library questionnaires were developed by a committee of school librarians in conference with the Library Consultant in the State Department of Education, as well as with the Survey Consultant. (See Appendix E, page 153 for the School Library Questionnaires.) After the data were collected concerning these libraries, they were made available for a special detailed study as indicated below. This chapter is only a brief summary of the data on school libraries because a separate report is being published concurrently, covering the library situation in schools of Arizona.[24]

Excellent response was obtained from the school librarians. The number of questionnaires sent and the responses are indicated. All data from the questionnaires were machine tabulated.

	No. Sent	No. Returned	Per Cent
Public Schools	640	527	82
Private and Parochial Schools	133	98	77

An attempt was made to establish the meaning of the term, "school library", to provide a common understanding for those participating in the study. The meaning of the school library in the instructional program has been summed up in the following:

> In the education of all youth, from the slowest learner in kindergarten to the most intelligent senior in high school, an abundance of printed and audio-visual materials is essential. These resources are the basic tools needed for the purposes of effective teaching and learning. That the achievement of the objectives of a good school program requires the resources and services of a school library has been recognized and demonstrated for many years by school board members, administrators, teachers, parents, and other people in communities having such schools. These individuals, too, have long realized that the school library program contributes something more to the over-all education of youth than materials and services geared to the curricular needs. The scope of knowledge has become too vast to be covered extensively within the boundaries of classroom instruction, superior though that instruction may be. Through the school library, these boundaries can be extended

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[24] This also is a publication of the Bureau of Education Research and Services of Arizona State University. The detailed work on the study was done by Mr. Glenn Guthrie, Principal of Mesa Junior High School, as an applied project leading to an Education Specialist Degree at Arizona State University. The statistics and tabulations in Chapter VI pertaining to school libraries are drawn from the detailed study.

> immeasurably in all areas of knowledge and in all forms of creative expression, and the means provided to meet and to stimulate the many interests, appreciations, and curiosities of youth.[25]

This concept of the importance of the school library suggests its central importance in the school, and later conclusions and recommendations are based upon this approach.

Organization and Administration

As in other types of libraries, the organization and administration of the school library, the size and content of its collection of materials, and the quality of its personnel are the key to its effectiveness. A central library in a school offers a richer resource, more comprehensive and more flexible than classroom collections. National standards recommend that school libraries include in their collections films, filmstrips, tapes, phonograph records, and other newer educational media, as well as books, and other printed materials. This combination of all teaching resources of the school in an instructional materials center offers a greater potential for service to both students and teachers. That Arizona schools have recognized the value of the centralized library is apparent from the number of such libraries in both public and parochial schools.[26] Ninety per cent of the libraries in the public schools reporting were centralized libraries.

The number of instructional materials centers in the schools is small. Only 117 of the schools reporting had instructional materials centers. Only 10 parochial schools had such centers. This may be due partly to inadequate space and physical facilities. However, since the passage of the Elementary and Secondary Education Act in 1965, many schools are acquiring collections of audio-visual materials for their libraries. This will speed up the development of instructional materials centers in schools.[27]

The usefulness of the library and its availability to students and teachers is affected by the hours it is open. Opportunity to use the library before and after school hours is important for reference work, particularly if good public library service is not available to the students. When children are bussed to and from school, little opportunity exists for them to use the library outside of school hours. Federal funds are making it possible for some schools to experiment with an increased number of open hours in the evenings and on Saturday. One hundred thirty-five schools, mostly elementary, reported that they kept the library open during the summer session, and 55 reported that they were open for different hours during the summer. Sixty-one schools reported using the library as a study hall. This practice hampers the free use of the library by non-scheduled students and engenders an atmosphere of obligation rather than privilege.

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[25] Standards for School Library Programs (Chicago: American Library Association, 1960), p. 3.

[26] The definition of a "central library" used by the questionnaire was: A Central Library is an arrangement of library facilities, materials, and services in one location, with its resources available to all patrons.

[27] An Instructional Materials Center is a central library which encompasses the widest field of reading and reference materials, textbooks, library books, magazines, pamphlets, maps, charts, pictures, and other audio-visual materials, and which includes facilities and services to make them useable.

There is some trend towards evening and Saturday open hours for regular community use, including use by adults. To date, though, this has had only limited success. There probably are several reasons for this. The library often is difficult to find within the school building; publicity about the service is lacking, and a reluctance exists on the part of both children and adults to return to the school building. All of these difficulties may be overcome in time and greater use made of the resources of the school libraries.

Collections - Books

The most notable development in school library service recently has been the increase in the variety and quantity of the newer educational media. Librarians and teachers are learning how to select these materials, how to organize them for maximum efficiency and accessibility, and how best to use them in the multi-media approach demanded by today's high educational standards.

National standards for school libraries recommend 10 books per student, although no collections should be less than 6,000 books.[28] The Elementary and Secondary Education Act had affected the collection in the school libraries by June, 1966, and the growth made possible by federal funds will be more noticeable in the next few years. A number of school libraries in the state came into existence only with the assistance of this act which provides funds for library materials. Replies to the questionnaire showed that the 422 public schools responding to this question added an average of 783 volumes to their libraries in 1965-66. The addition of these new materials, it is to be hoped, will encourage some of the schools to discard out-of-date and badly worn volumes now on their shelves.

In an effort to assess both the quantitative and qualitative aspects of the school library holdings, book lists were prepared by a sub-committee of the ASLA Advisory Committee for checking against the collections and were sent to all the public, private, and parochial high schools. (See Appendix I, page 189, for the High School lists.) The lists for the elementary and junior high schools were sent to a sampling of these schools. (See Appendix H, page 181, for the K-8 Lists.) The sample was based on one out of five in each school size classification that returned a questionnaire and that had a central library. Limiting those studied to schools reporting a central library has of course prejudiced the data, and the actual seriousness of the situation in Arizona school libraries is not fully revealed.

Comparisons of the school library collections with the lists are shown in Tables XIV, XV, XVI, XVII and XVIII.

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[28] Standards for School Library Programs, op. cit., p. 77. (The new standards, which are under preparation, for school libraries probably will increase this figure considerably.)

TABLE XIV

PUBLIC HIGH SCHOOLS
(Lists Sent to 109 Schools)

List	Number Reporting	Under 20%	20-39%	40-59%	60-79%	80-100%
Source List	89	2	3	55	18	11
Encyclopedias	89	1	2	10	25	51
General Reference	89	1	6	12	36	34
Basic Booklist	87	1	3	12	28	43

Table XIV indicates the situation in the public high schools. Of the 109 schools, 89 reported.

For a school library to rate even a medium rank, particularly on the source, encyclopedia, and general reference lists, it should hold at least 60-79 per cent of the titles.

TABLE XV

PRIVATE AND PAROCHIAL HIGH SCHOOLS
(Lists Sent to 23 Schools)

List	Number Reporting	Under 20%	20-39%	40-59%	60-79%	80-100%
Source List	19	4	4	9	1	1
Encyclopedias	19	2	2	8	6	1
General Reference	19	2	5	10	2	0
Basic Booklist	19	1	3	9	5	1

Table XV shows the situation in the private and parochial high schools. Of the 23 schools, 19 reported, showing an even more critical situation with respect to their collections. Basic book collections show the greatest deficiencies, and source lists from which selections usually are made were found in less than one-half of the schools.

TABLE XVI

PUBLIC JUNIOR HIGH SCHOOLS
(Number Sampled 12)

List	Number Reporting	Under 20%	20-39%	40-59%	60-79%	80-100%
Source List	12	1	1	4	3	3
Encyclopedias	12	2	0	6	3	1
General Reference	12	2	0	7	3	0
Basic Booklist	12	1	3	3	4	1

Table XVI, which indicates that all of the public junior high schools sampled reported, continued to illustrate the same basic weaknesses in book collections. There were no private and parochial junior high schools.

TABLE XVII

PUBLIC ELEMENTARY SCHOOLS
(Number Sampled 80)

List	Number Reporting	Under 20%	20-39%	40-59%	60-79%	80-100%
Source List	53	9	24	10	7	3
Encyclopedias	53	12	4	25	8	4
General Reference	53	23	14	12	4	0
Basic Booklist	53	4	16	13	14	6

Table XVII, which shows that only 53 of the 80 public elementary schools sampled reported, reveals an even more critical situation with respect to their collections than did the public high schools. The table reveals that, for the most part, less than one quarter of the libraries rank so well. The deficiencies in the source list is particularly pronounced, and basic book collections also are limited.

TABLE XVIII

PRIVATE AND PAROCHIAL ELEMENTARY SCHOOLS
(Number Sampled 14)

List	Number Reporting	Under 20%	20-39%	40-59%	60-79%	80-100%
Source List	10	6	3	1	0	0
Encyclopedias	10	6	1	3	0	0
General Reference	10	9	1	0	0	0
Basic Booklist	10	7	2	1	0	0

Table XVIII shows that of the 14 private and parochial elementary schools sampled, 10 reported. Of all schools studied, the reports indicated the most inadequate collections were in the private and parochial elementary schools. The large majority of these schools has less than 40 per cent of the recommended collections in all categories, and no schools were over 59 per cent in any category.

Collections - Periodicals

The need for current information requires that schools have a good selection of magazines which supply material not found elsewhere, particularly in current history and scientific and technical fields. National standards recommend a minimum number of magazine subscriptions as follows:[29]

Elementary	Junior High	Senior High
25	70	120

More than one-half of the elementary schools reporting failed to meet the minimum standard noted above and at the junior high school level only one of the 43 schools reporting met the minimum standard. Only 26 per cent of the 88 public high schools reporting met the senior high school minimum standard, and approximately one-half of the senior high schools were below the junior high school minimum standard. This poor showing as related to periodicals reveals one of the principal weaknesses of public school libraries.

The showing was even poorer in the private and parochial schools where an average subscription list of 14 magazines was indicated for the 69 reporting schools.

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[29] Ibid., p. 78. (The new standards probably will increase this figure also.)

Another disadvantage in many school libraries is the lack of space for keeping back files of magazines. There doesn't seem to be any uniformity about what is kept, or for how long, and because the lack of space makes it difficult to store the magazines, they are not readily accessible. While Arizona schools are far below standard in the number of magazine subscriptions, many schools would have no space for more magazines. A program of microfilming back copies, at least in the high schools, is suggested, but this would necessitate space for microfilm readers.

Collections - Audio-Visual Materials

As was noted before, the Elementary and Secondary Education Act is bringing into the school libraries quantities of audio-visual materials for which most of the libraries are trying desperately to find space.

Of the 527 public schools responding to this question, 131 have membership in a film cooperative. The schools reporting an audio-visual service hold an average of the following materials:

Audio-Visual Materials	Public Schools	Private and Parochial
16 mm Films	$\frac{156}{20}$	$\frac{10}{7}$
Records and Tapes	$\frac{210}{230}$	$\frac{86}{27}$
Filmstrips	$\frac{304}{228}$	$\frac{101}{31}$
Pamphlets and Maps	$\frac{684}{197}$	$\frac{175}{25}$

Numerator = Average total of items
Denominator = Number of schools answering this item

If federal funds continue to be available for the next few years, school libraries will acquire a great deal of audio-visual material. More space and the right kind of storage space for these items is an urgent necessity. More important is the need to develop good evaluation and selection procedures for the material. The market is being flooded with it, the prices are high, and the salesmen are persuasive. Some of the audio-visual material is excellent, much is mediocre, and some is poor. Money can be wasted on these materials unless evaluation and selection devices can be developed which are comparable to those for printed materials.

Physical Facilities

The importance of the availability of library services, as well as its general character, is illustrated by the following quotation:

> In order that good service may be provided, the library quarters must be easily accessible, large enough to take care of the needs of the entire student and faculty groups and planned for the comfort and

> convenience of its users . . . Adequate space must be provided . . . for the reading, viewing, and listening pursuits of students and faculty, for the arrangement and housing of materials and equipment, for the acquisition and preparation of materials and for the management of the library.[30]

Table XIX, page 47, indicates the general character of the facilities in the public school libraries. Of the 527 public schools reporting, 445 indicated that they had certain central facilities. The most common facility was the reading room. Areas for teacher preparation of materials, individual pupil study, audio-visual services, and other areas particularly related to instructional procedures were in much smaller number. The lack of balance and original planning for optimum library service was indicated by the list of facilities. The table indicates that no libraries have all of the facilities which would provide optimum service. For example, only a few libraries had conference rooms, carrels for individual student activity, and other specialized areas.

Table XX, page 48, indicates the general character of the private and parochial school libraries. An even more meager situation is represented by these data. Only 15 of the 58 schools reporting had a reading room; work and office space for the librarian was even smaller, and areas for teacher preparation of materials, individual pupil study, and audio-visual services were found in only a few of the schools. Evidently the planning for library services in these schools had been greatly neglected and represents an area which badly needs attention and improvement.

This is hardly even a fair showing for school libraries in the state, and the situation prevents the establishment of an enriched and purposeful school library program. Only 7 per cent of the school enrollments can be seated in the school libraries, a condition which is due partly to the more recent development of school libraries and the necessity to find space for them in converted classrooms, or even more unsuitable areas such as hallways and school cafeterias, for lack of space in old, overcrowded buildings. However, this does not excuse some of the poor planning in new schools. Failures to anticipate the need for future expansion is one constant error. While most of the libraries are badly overcrowded, a lack of understanding of the real function and activities of a school library is the cause of most of the architectural mistakes with which librarians will have to struggle for a generation. When plans for any school library are being considered, a school library building consultant should be engaged and given some authority with the school administration and architect.

Personnel

In all libraries, the key to good service is personnel. The following quotation suggests the need and direction of the personnel services.

> A competent, effective librarian is the keynote to good school library service. No matter how extensive the collections, how large the budget, or how spacious the quarters, a school library cannot function fully as an educational force in the school if the size of the library is inadequate, or if the librarians are lacking in the special

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[30] Ibid., pp. 92-93.

TABLE XIX

PUBLIC SCHOOLS

LIBRARY FACILITIES IN THE 445 SCHOOLS REPORTING CENTRALIZED LIBRARIES, TABULATED BY FREQUENCY AND LEVEL OF INSTRUCTION

Library Facilities	Elementary	Junior High	Senior High	Elem.-H.S. Combined	TOTAL
Reading Room	189	34	73	8	304
Conference Room	38	11	23	1	73
Library Work Room	158	31	73	6	278
Librarian's Office	126	16	43	5	190
Library Classroom	116	11	16	2	145
Audio-Visual Room	60	12	24	1	97
Carrel	11	7	27	3	48
Area for Teacher Preparation of Materials	45	9	20	1	75
Area for Professional Library	95	15	35	4	149
Exhibit and Demonstration Areas	50	10	26	3	89
Departmental Libraries	13	3	7	2	25

TABLE XX

PRIVATE AND PAROCHIAL SCHOOLS

LIBRARY FACILITIES IN THE 58 SCHOOLS REPORTING CENTRALIZED LIBRARIES, TABULATED BY FREQUENCY AND LEVEL OF INSTRUCTION

Library Facilities	Elementary	Senior High	Elem.-H.S. Combined	TOTAL
Reading Room	15	14	5	34
Conference Room	2	2	1	5
Library Work Room	11	14	4	29
Librarian's Office	2	7	4	13
Library Classroom	4	1	1	6
Audio-Visual Room	10	3	2	15
Carrel	0	2	0	2
Area for Teacher Preparation of Materials	4	2	2	8
Area for Professional Library	8	6	2	16
Exhibit and Demonstration Areas	4	5	2	11
Departmental Libraries	1	1	2	4

qualifications their work requires. New educational trends, new instructional techniques, and the many diversified uses that students independently make of books and other materials offer the creative school librarian almost limitless possibilities in planning and implementing the school library program.[31]

National standards recommend that for the first 900 students one librarian be appointed for every 300 students, and an additional librarian for each 400 students beyond 900 students. There should be one paid full-time clerk for each 600 students.[32] The 482 schools responding to the question reported a total of 386 certified school librarians.[33]

Seventy-three public schools reported that they use teacher librarians for an average of 17 hours a week. Twenty private and parochial schools use teacher librarians for an average of 19 hours a week. Only 244 public schools replied to the question regarding paid clerical help, and they reported an average total of 34 hours per week of such help. Twelve private and parochial schools reported an average of 27 hours of paid clerical help a week.

The lack of adequate clerical help prevents many school libraries from developing a real program of library service for the teachers and students. This is the important function of the school library--the service which makes it an educational force in the school. It means giving reading guidance, guidance in listening and viewing, instruction in the use of the library, reference service and research for both students and teachers, assistance in selecting all types of library materials to fit the curriculum, and guidance in the use of other local institutions such as the public library. The librarian cannot offer these professional services if her time is filled with the routines which should be handled by a clerk. Arizona's school libraries exhibit a woeful shortage of clerical personnel. As a result, many librarians are tied to a round of clerical duties. This is expensive and a disservice to the schools which cannot have a real library program because the librarian is not free to develop one. The situation is partly due to lack of understanding on the part of administrators of the true function of a school library and what a good library program can contribute to the schools' total educational program. More qualified librarians and clerical help are an immediate need in Arizona's school libraries.

Budgets

National standards established in 1960 recommend average per pupil expenditures for books and average per school expenditures for other items, including audio-visual materials.

The average expenditure for books per pupil in a school of 250 or more students should be from four to six dollars. In schools having 200 to 249 students the average expenditure for books per school should be $1,000 to $1,500. There should be additional funds as required for encyclopedias, dictionaries and other major reference works. Not less than one per cent of the total pupil instructional costs should be allocated for the purchase of audio-visual materials.[34]

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[31] Ibid., p. 47.

[32] Ibid., p. 54.

[33] Requirements for a certified school librarian are: (1) a valid teachers certificate, (2) eighteen semester hours in library science.

Many Arizona public school libraries fell below these standards. In 1965-66 the average expenditure for library books in public elementary schools was $3.56; in junior high schools, $4.64 and in senior high schools, $4.70. The expenditures in the audio-visual materials area were also limited. The elementary schools spent 92 cents per pupil, the junior high schools, 75 cents, and senior high schools, $1.75. For all public schools reporting, the average was only $1.27 per pupil for audio-visual materials.

In the private and parochial schools the expenditures for books and audio-visual materials also failed to meet recommended standards, falling well below the public school expenditure levels.

The Elementary and Secondary Education Act, Title II, brought into Arizona in 1965-66 a total of $714,862 to use for personnel and for school library materials. The funds for materials were spent as follows:

Books (for public schools)	$421,670
Books to be loaned to private and parochial schools	71,433
Periodicals and other printed materials	29,043
Audio-Visual materials	192,716
TOTAL	$714,862[35]

Funds were available through other titles of the Elementary and Secondary Education Act and through the National Defense Education Act. These funds helped to purchase furniture and equipment and to provide a few personnel. The funds have made an appreciable difference in Arizona's school libraries, although some schools were unable to accept federal funds because of district policy forbidding the use of federal aid.

The greatest needs in the school libraries now are enlarged and improved physical facilities and more personnel, both professional and non-professional. Employment of a school library coordinator in each school district, or combinations of small districts, would improve the school library services of the state. In 1965 the office of the State Library Consultant was established in the Department of Public Instruction. This office is strengthening school library service in the state and could do more if the staff were large enough to provide more consultant service to the school libraries.

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[34] Standards for School Library Programs (Chicago: American Library Association, 1960), pp. 24-25. (The new school library standards probably will abandon the figures and substitute for expenditures a percentage of the average per pupil cost.)

[35] Source: Arizona State Department of Public Instruction.

Arizona's school population doubled in the years between 1962-65. School enrollments will continue to grow; and the schools, including the school libraries must keep pace with this growth if the state's children are to receive the kind of quality education required by the present-day world.

District Library Survey

Arizona has 312 school districts. District questionnaires were submitted to the 12 Arizona school districts known to have a district library consultant and/or coordinator. Returns were received from 11 districts (91 per cent)--eight elementary, two high school, and one elementary-high school combined district.

District enrollments ranged from 1,800 to 50,004. The 11 districts include 179 individual schools with a total enrollment in May, 1966, of 143,738 pupils.

Of the 179 individual schools represented by the returns, 171 or 95.5 per cent had a central building library. Of the 171 schools with centralized libraries, 97 use a certificated librarian on a full-time basis, 65 use a certificated librarian on a part-time basis, two use a teacher as a part-time librarian, and seven use a non-certificated person as school librarian.

All 11 districts have professional librarians supervising and/or coordinating their district library programs. Titles of said persons include Consultant for Instructional Materials, Director of Libraries, Supervisor of Library Services, Supervisor of Libraries, Coordinator of Library Services, Library Consultant, Supervisor-Curriculum Materials Center, District Librarian, Director of Instructional Materials, and District Library Coordinator.

Four districts offer the services of a district library. Five districts offer the services of a district materials center. Two districts offer the services of both district library and district materials center.

Ten of the 11 districts use the district library leader to supervise the district library or district materials center. Only three of these persons have the responsibility for supervising district audio-visual programs.

The number of hours per week that district libraries are open range from 38 to 56, with an average of 44.5 hours. Seven of the central libraries provide delivery service in the circulation of books and materials.

The number of districts having certain facilities or areas as part of district libraries or materials centers are as follows:

Conference Room(s)	5
Office(s)	11
Reading Room	8
A-V Storage Space	6
A-V Listening Area	4
A-V Viewing Area	5
Cataloguing and Processing Area	10
Professional and Curriculum Library	10
Exhibit and Demonstration Areas	9
Area for Staff Preparation of Materials	8

The number of volumes permanently based in the district library or materials center (including those maintained for circulation) as of June 30, 1966, ranged from 500 to 13,348, with an average of 4,797 volumes. Listed in Tables XXI and XXII are the types of materials found in the district library centers. The materials usually found were the professional ones such as professional books, professional magazines, pamphlets, and curriculum guides. Library books are the most commonly held non-professional materials.

Average expenditures by district libraries or materials centers for 1965-66 were as follows:

Books	$ 823.00
Binding	248.00
Periodicals	556.00
Library Supplies	1146.00
A-V materials and supplies (not equipment) if purchased or maintained in the library.	2950.00
TOTAL	$5723.00

All 11 heads of district library programs spend 100 per cent of their school week in library work. Average salary, with 9 of 11 reporting, is $10,892. Actual salaries range to $12,881 and typically include 10 to 11 months under contract.

Ten of the 11 heads of district library programs are certificated school librarians with an average of 38 semester hours in library science. Five have bachelors degrees and six hold masters degrees. Nine are members of ALA and all 11 are members of ASLA, AEA, and NEA.

The number of professional full-time library personnel on the district level ranges from 1 to 4 with an average of 1.5.

An average of 4.6 full-time clerical personnel work in support of library services on the district level.

Conclusions

The following conclusions and recommendations have been developed from the materials from the data contained in this study and the more detailed study by M. Glenn Guthrie referred to in the footnote on page 39.

1. In spite of their many deficiencies and the wide diversity in library service, school libraries in Arizona, particularly in the public schools, were rapidly developing and becoming an active educational force.

2. A tendency for schools to establish centralized library facilities was evident and over 90 per cent of the students represented by the responding schools were now being served by centralized libraries.

3. The data indicated that school libraries were generally not open outside of the regular school day. Only a few, typically senior

TABLE XXI

NUMBER OF SCHOOL DISTRICTS MAINTAINING CERTAIN TYPES OF MATERIALS IN A PROFESSIONAL LIBRARY, ELEVEN DISTRICTS REPORTING

Types of Materials	No. of Library	Types of Materials	No. of Library
Professional Books	10	Courses of Study	8
Professional Magazines	10	Sample Textbooks	5
Pamphlets	9	Supplementary Readers and Textbooks	4
Curriculum Guides	9		

TABLE XXII

NUMBER OF SCHOOL DISTRICTS MAINTAINING CERTAIN TYPES OF MATERIALS IN A DISTRICT LIBRARY OR MATERIALS CENTER, ELEVEN DISTRICTS REPORTING

Types of Materials	No. of Libraries	Types of Materials	No. of Libraries
Museum Objects	2	Films	8
Programmed Materials	4	Filmstrips	7
Tape Recordings	8	Microfilms	1
Maps (Wall type)	2	Library Books	9
Globes	3	Supplemental Readers and Textbooks	5
Kinescopes	2	Overhead Transparencies	6
Records	7	Phono Recordings	7
Pictures	5	35 mm Slides	7
Models	6		

high schools, maintained evening hours. A number of schools, mostly elementary, were keeping their libraries open during the summer.

4. A substantial percentage of the high schools continue to use their central libraries as study halls.

5. The quality of library facilities has not kept pace with the growth of collections and improved training of librarians.

6. While differing widely from school to school, only minimal library seating capacities were available. Only about 7 per cent of Arizona school children can be seated in the school libraries.

7. The concept of the librarian serving as a resource person to both students and teachers was indicated, and while the librarian usually served students well, teachers had limited help from librarians.

8. The data revealed that frequently library personnel, particularly clerical personnel and teacher librarians, were inadequately trained and often acted only as purveyors of books.

9. There was a marked tendency to employ professional personnel as school librarians. Only 10 per cent of the respondents reported use of non-certificated librarians and only 15 per cent reported the use of a teacher librarian in charge of the library.

10. Arizona school libraries were inadequately staffed. At least one-third of all libraries using professional personnel had less than one full-time librarian.

11. The study revealed that 50 per cent of the school librarians in Arizona held a masters degree; however, only 25 librarians reported fifth year degrees from library schools accredited by the American Library Association.

12. School librarians in Arizona were generally paid on the teacher salary scale. A few were paid for services beyond the regular school term.

13. The holdings of school libraries in June 1965 averaged eight books per pupil. The additions to the libraries by June 1966 raised the average holding to nine books per pupil. While this approached the 10 books per pupil standard frequently referred to for schools, the qualitative aspects of the holdings were not as good. The tendency to count all available materials, regardless of their age and usefulness, was reflected in the quantitative figures.

14. School libraries in the state generally were without adequate source lists from which to select basic materials. Consequently, the quality of the additions to libraries was frequently sub-standard.

15. Arizona school libraries were generally deficient in collections of magazines and newspapers. Approximately three-fourths of the schools did not meet minimum standards in this area.

16. This study did not adequately cover the audio-visual material holdings of the school libraries. It did reveal, however, that only about one-half of the centralized libraries reported that audio-visual service was a function of their libraries.

17. While the average per pupil expenditure for library books in the junior and senior high schools was slightly higher than the minimum required standard of $4, the average for pupil expenditure in elementary schools was sub-standard. Very few schools on any level of instruction equaled the recommended maximum of $6 per pupil.

18. The study also revealed the need for the establishment of more school district level library programs staffed by qualified professional personnel with adequate clerical personnel and facilities. Only 12 Arizona school districts were known to have a coordinated district library program under the supervision of a district library consultant or coordinator.

19. One of the deficiencies in all areas of school library services and even present within districts having some kind of district-wide coordination was the lack of in-service educational programs for teachers, library assistants, and clerical personnel.

20. The value of district oriented programs was demonstrated by the survey findings which revealed that most qualitative and quantitative aspects of library programs was consistently higher in those districts having district leadership and coordination.

21. Non-public school libraries suffered in all areas as compared to the public schools. This was particularly true at the elementary school level and with relation to professional library service, collections and expenditure levels for library materials.

22. There was a critical insufficiency of professional librarians in the non-public schools. Only approximately one-half of the 58 non-public schools reported central libraries using certificated library personnel. The library materials collections in non-public schools fell considerably short of national standards, and in the qualitative aspects the non-public schools were particularly deficient. Apparently little effort had been made to seek out and discard old and non-functional materials.

Recommendations

1. A special effort is needed at all levels to develop an appreciation of the purpose and function of the school library. This effort should be directed toward the public, school boards, school administrators and teachers.

2. Library services should be made more available through keeping libraries open outside of regular school hours and during the summer.

3. The use of central libraries as study halls should be discontinued.

4. The physical facilities for library services in the schools should be made more adequate to provide for the growth of collections and the broader concept of library service.

5. The concept of the librarian serving as a resource person should be interpreted to students and faculty of the schools.

6. In-service training for all types of library personnel should be provided and all libraries should be in charge of a certificated librarian.

7. The holdings of school libraries should be critically evaluated, both qualitatively and quantitatively, and the recommended standards of the American Library Association met at the earliest possible time.

8. Acquisitions for school libraries should be chosen from standard source lists in order that the material acquired will be upgraded generally and the best return on investments realized.

9. Special attention should be given by Arizona school libraries to improving the collections of magazines and newspapers.

10. The relationship between audio-visual services and library services should be studied by most school districts and the broader concept of an instructional material center which will include a multi-media approach, established.

11. The expenditures per pupil, through the use of state and local funds, should be increased to meet recommended standards.

12. More school district level library programs using qualified professional help, and located in adequate facilities, should be established; where school districts are too small to afford such programs cooperative programs should be established between districts.

13. The library consultant of the State Department of Education should take the lead in establishing in-service educational programs for librarians with limited preparation, teacher-librarians, librarian assistants, and clerical personnel serving libraries.

14. The school libraries of the non-public schools should be studied by themselves and a state agency, probably the State Department of Education, and the library services of these schools brought up to a reasonable standard. This relationship involves professional service, the quantity and quality of collections, and expenditures for library materials.

CHAPTER VI

ACADEMIC LIBRARIES

One important facet of total library services for the State of Arizona is the libraries of the universities and colleges of the state. The library study includes information concerning these academic libraries. Consideration is given to several factors related to library services of the universities and colleges, including collections and acquisitions, library personnel, physical facilities and budgets.

The data on Arizona's academic libraries were compiled from a 100 per cent response to the questionnaire sent to the 11 universities and colleges in the state. (See Appendix C, p. 111.) These institutions were in the following categories:

Universities: 3
Four Year Colleges:[36] 2
Community Colleges: 6

Of these eleven institutions, nine are publicly supported and two are private.

An important factor in the service of an academic library is the number of hours it is open for use, and the eleven libraries show a good average of such hours.

Hours open (weekly):

Average:	Universities	98
	Four Year Colleges	84
	Community Colleges	65

Tables XXIII and XXIV present data on all the institutions, including collections, personnel, and expenditures; and Table XXV ranks the University of Arizona and Arizona State University with 31 other comparable institutions.[37]

Collections

The collections of all the academic libraries are growing steadily, and the libraries' rate of current acquisitions in the various subject fields generally is consistent with their already established collections in these fields. The rate of acquisition in the two larger universities, the University of Arizona and Arizona State University, has been increased in the past five years, including sizable purchases of various forms of micro-reproduction.

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[36] Prescott College had its first student body in September, 1966; consequently statistics for only one college show in that category.

[37] Alan D. Covey, "Library Statistics of Thirty-three Selected Universities for the Fiscal Year 1965-66." (Unpublished mimeo, 1967, Tempe, Arizona.)

TABLE XXIII

ACADEMIC LIBRARIES - ENROLLMENTS - COLLECTIONS - PERSONNEL 1965-66

INSTITUTIONS-UNIVERSITIES	ENROLLMENT FALL 1965	NUMBER OF VOLUMES* JUNE 1966	NO. OF VOLUMES ADDED 1965-66	MICROFILMS	SERIAL TITLES RECEIVED	PERIODICAL TITLES RECEIVED	GOVERNMENT DOCUMENTS	INTER LIBRARY LOANS L=Loaned B-Borrowed	STAFF-PROFESSIONAL FTE	STAFF-NON-PROFESSIONAL FTE
Arizona State University	19,198	497,500	66,397	99,563	9,900	4,500	168,600	L-1,070 B-2,155	28	53
Northern Arizona University	4,578	157,752	58,151	42,250	2,200	1,450	12,500	L- 49 B- 200	6	7
University of Arizona	20,351	858,067	64,643	148,886	9,777	5,269	108,000	L-2,149 B-1,274	39	55
Totals - Universities	44,307	1,513,319	189,191	290,699	21,877	11,219	289,100	L-3,268 B-3,629	73	115
Four Year Colleges					(Prescott College had no student body in 1965-66)					
Grand Canyon College	544	38,609	4,188	0	605	575	0	L-0 B-0	2	1
COMMUNITY COLLEGES										
Arizona Western	1,670	15,770	4,386	15	275	255	500	L- 25 B- 240	1	5
Cochise	824	12,563	6,854	707	220	200	100	L-0 B- 66	2	2
Eastern Arizona	890	16,306	1,588	0	221	250	0	L- 1 B- 12	1	2
Glendale Community College	2,005	13,121	7,933	857	1,015	231	0	L- 41 B- 86	2.66	3.50
Mesa Community College	2,183	13,539	5,939	607	1,003	240	205	L- 137 B- 25	1	2.50
Phoenix College	6,443	52,256	4,021	1,102	2,120	466	2,000	L- 129 B- 35	3	5
Totals - Community Colleges	14,015	123,555	30,721	3,288	4,854	1,642	2,805	L- 333 B- 464	10.66	20
GRAND TOTAL	58,866	1,675,483	224,090	293,987	27,336	13,436	291,905	L-5,799 B-5,667	85.66	136

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*The definition of volume is that used by the U.S. Office of Education, i.e., any printed, typewritten, mimeographed, or processed work that has been cataloged or fully prepared for use.

TABLE XXIV

ACADEMIC LIBRARIES - EXPENDITURES 1965-66

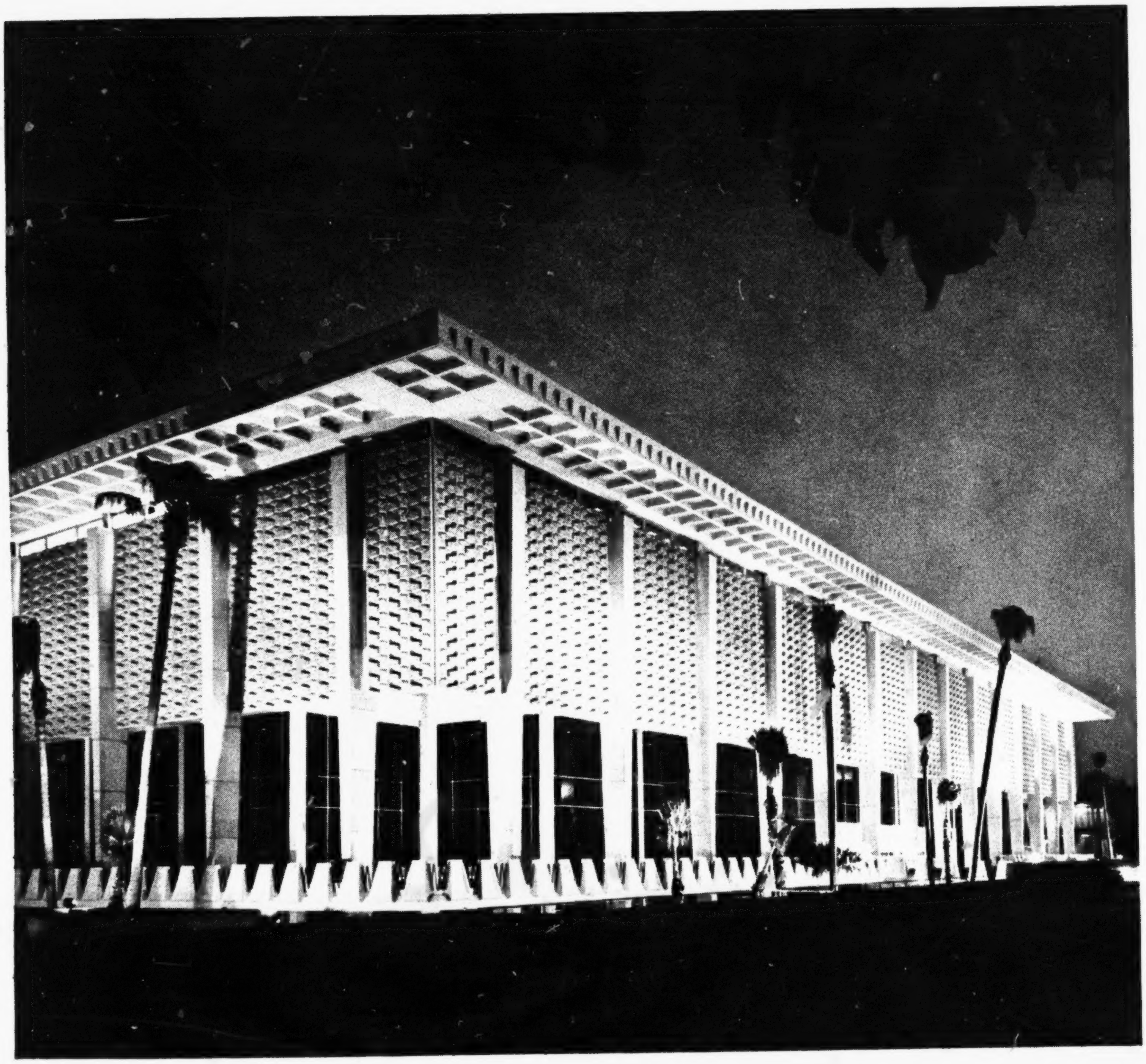
INSTITUTION - UNIVERSITIES	TOTAL SALARIES PROFESSIONAL	TOTAL SALARIES NON-PROFESSIONAL	TOTAL WAGES HOURLY AND STUDENT ASSISTANCE	BOOKS AND OTHER MATERIALS	BINDINGS	OTHER OPERATIONAL EXPENDITURES	GRAND TOTAL	TOTAL EXPENDITURES OF INSTITUTION	% SPENT FOR LIBRARY
Arizona State University	$ 209,900	$ 193,184.87	$55,985.00	$353,183.79	$36,998.00	$50,376.28	$899,638.98	$20,984,966.00	4.29
Northern Arizona University	50,900	30,550.00	14,800.00	145,500.00	29,000.00	4,000.00	274,750.00	4,099,280.00	6.70
University of Arizona	319,000	216,000.00	125,323.00	313,992.70	33,375.00	36,459.56	1,044,150.26	34,989,700.00	2.98
Totals - Universities	579,800	439,734.87	196,108.00	812,676.49	98,373.00	90,835.84	2,218,539.24	60,073,946.00	
Four Year Colleges		(Prescott College had no student body in 1965-66)							
Grand Canyon College	10,900	2,475.90	2,599.94	13,892.97	1,212.69	2,039.07	33,120.57	395,459.18	8.38
COMMUNITY COLLEGES									
Arizona Western	9,300	18,330.00	No Report	21,762.00	1,200.00	830.00	51,922.00	1,115,341.00	4.76
Cochise	18,028	8,500.00	13,462.00	42,600.00	286.00	6,480.00	89,356.00	810,969.00	11.01
Eastern Arizona	9,405	5,940.00	1,809.54	8,615.05	140.65	618.04	26,528.28	681,482.00	3.89
Glendale Community College	18,140	12,168.00	12,542.00	41,600.00	700.00	200.00	85,350.00	913,316.00	9.34
Mesa Community College	No Report	12,500.00	3,800.00	40,750.00	800.00	NA*	57,850.00	1,006,984.00	8.11
Phoenix College	33,670	17,088.00	7,989.00	24,643.00	2,041.00	4,000.00	89,431.00	5,355,238.00	1.67
GRAND TOTAL	$ 679,243	$ 517,236.77	$ 238,310.48	$1,006,539.51	$105,753.34	$105,002.95	$2,652,086.05	$70,352,735.18	---

*Not Applicable

TABLE XXV

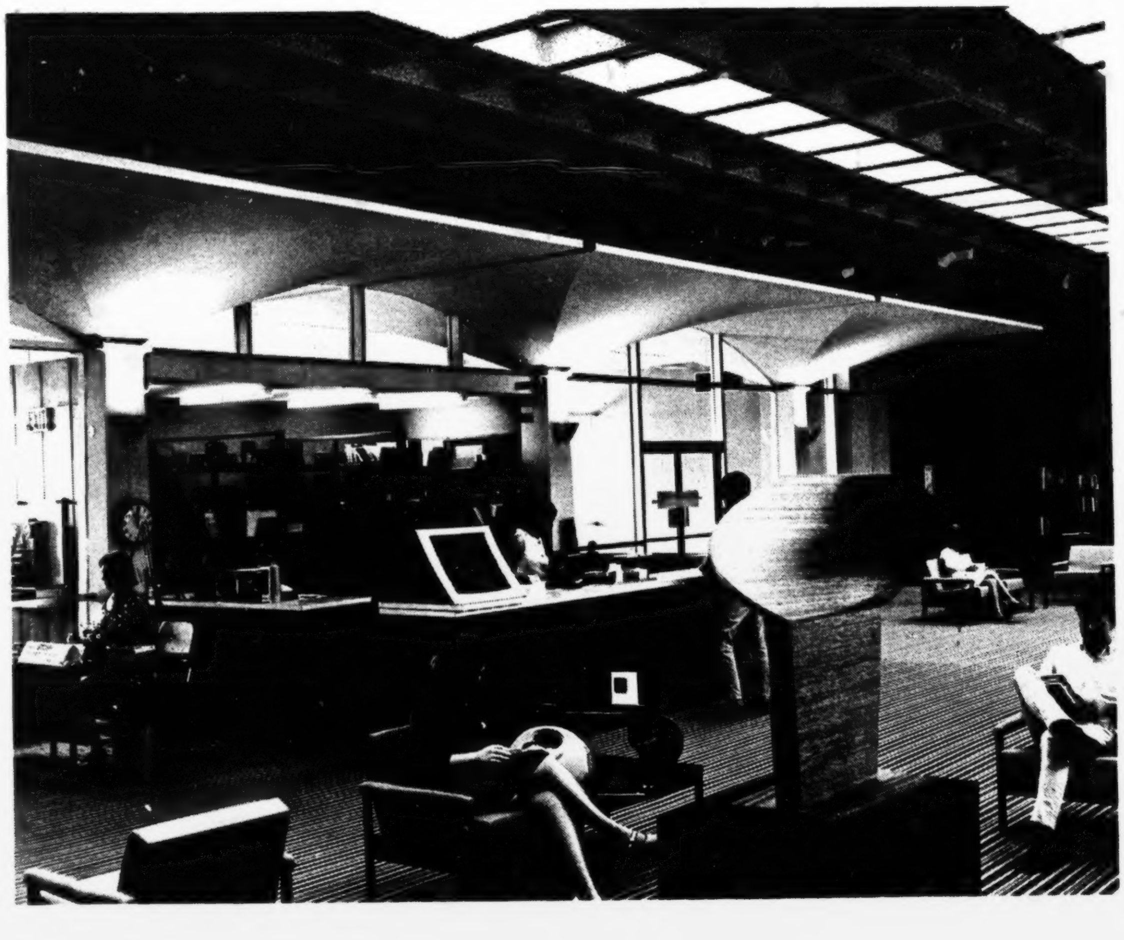
RANK ORDER OF THIRTY-THREE UNIVERSITIES FOR VARIOUS ITEMS, 1965-1966

UNIVERSITIES	VOLS HELD	MICRO & VOLS HELD	VOLS ADDED	BOOK BUDGET	BIND BUDGET	B & D BUDGET	OTHER BUDGET	REG STAFF	HOURLY STAFF	TOTAL STAFF	WAGES & SALARY BUDGET	TOTAL BUDGET
Louisiana State U	1	3	7	2	2	2	3	3	12	5	3	2
Rutgers	2	7	4	4	17	4	6	10	9	10	4	4
U of Virginia	3	2	11	14	8	14	17	13	33	25	16	17
Syracuse	4	1	1	12	3	11	2	1	2	2	9	6
Kansas	5	9	5	7	23	8	4	9	10	9	13	7
U Southern Calif.	6	5	23	19	19	19	15	7	13	8	6	10
U of Florida	7	4	18	8	10	7	8	2	7	3	5	5
U of Kentucky	8	8	17	15	11	15	12	11	21	12	12	13
U of Oregon	9	13	22	25	16	23	10	12	17	13	8	14
U of Oklahoma	10	14	24	20	27	21	27	21	18	21	26	26
U of Colorado	11	6	10	21	5	20	18	8	8	7	7	12
Pittsburgh	12	10	8	17	15	16	13	4	11	6	10	11
Southern Illinois	13	17	3	1	7	1	1	5	1	1	1	1
Wayne State	14	15	13	6	13	6	7	6	4	4	2	3
U of Utah	15	12	6	22	25	22	16	23	6	16	19	22
U of Cincinnati	16	11	33	NR	NR	NR	NR	NR	27	NR	NR	NR
U of Tennessee	17	19	20	5	4	5	11	5	28	11	15	9
U OF ARIZONA	18	16	14	24	22	24	26	18	5	14	14	19
U of Nebraska	19	22	25	23	28	25	19	16	14	15	17	21
Miami	20	23	26	27	21	27	22	15	29	19	22	24
Florida State	21	18	19	9	12	9	9	19	23	23	21	15
Texas Tech	22	21	2	16	29	17	30	30	25	31	32	27
U of Georgia	23	20	15	13	6	12	14	14	32	18	20	18
Boston U	24	24	29	32	31	32	24	17	16	17	18	25
U of Connecticut	25	25	21	3	20	3	31	24	22	27	23	16
Brigham Young U	26	29	16	11	24	13	23	29	3	24	27	20
Iowa State U	27	28	32	29	14	29	29	28	26	29	28	28
North Texas State	28	32	28	28	9	28	25	26	24	28	29	31
Oregon State	29	27	31	31	30	31	28	25	19	26	24	30
ARIZ. STATE U.	30	30	12	18	18	18	21	22	15	21	25	23
U of Hawaii	31	26	9	10	1	10	20	20	20	20	11	8
Loyola	32	31	30	30	32	30	32	31	31	32	31	32
Kent	33	33	27	26	26	26	5	27	30	30	30	29



Hayden Library

Arizona State University



New Glendale College Library

Northern Arizona University, formerly a teacher's college, achieved university status as recently as 1966. Prescott College is new, and three of the community colleges--Arizona Western, Cochise, and Mesa--have started functioning since 1963. Glendale Community College is the result of a merger in July, 1965, of two former extension campuses of Phoenix College. These colleges still are building their library collections. That the importance of the library is recognized by the administrations of these community colleges is evident in the percentage of the institutions' total budgets currently being spent for library services. American Library Association standards for college libraries specify that a minimum of five per cent of the institution's budget be spent for the library. Table XXIV however shows a considerable difference in the percentage amounts allocated for library services, with neither of the two larger universities achieving the minimum.

A prominent university librarian recently had this to say about the size of a university library:

> Mere size does not guarantee a great library or even a good one. The quality and richness of the book collections are more significant. The difference between a good library and a great library is the highly distinctive collections built up around special subjects, the unusual books, the rare periodicals and newspapers, and the unique manuscripts, added to the standard book collections. Nevertheless, the size of the total collections has frequently been demonstrated to be an important factor in judging adequacy.
>
> In a forthcoming study of quality in graduate education, to be issued by the American Council on Education, a strong correlation has been found between the prestige of a university and the size of its library. Except for technical institutions, such as Massachusetts Institute of Technology, California Institute of Technology, Rockefeller Institute, all of the universities which rate as "Distinguished" or "Strong" have libraries of a million and half volumes or more . . .[38]

In spite of the increased rate of acquisitions, the collections of Arizona State University and the University of Arizona libraries are about three-quarters of a million volumes short of national standards. Table XXV gives the rank in volumes of these two institutions in contrast with thirty-one other comparable universities. The Arizona community colleges are short another 100,000 volumes.

A minimal study was made to assess the quality of the book collections in the colleges and universities. All were asked to check their holding with the Choice Opening Day List[39] and the Choice Outstanding Books of the Year 1964-65. (Choice is a book review journal primarily for college and university libraries, published by the American Library Association.) The results appear in Tables XXVI and XXVII.[40] (See also Appendix M, p. 247.)

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[38] Robert B. Downs, A Survey of the Libraries of the University of Utah (Salt Lake City: University of Utah Libraries, 1915), p. 14.

[39] Choice, vol. 2, No. 7, 8, 9, 10, September - December, 1965, Chicago, American Library Association.

As was to be expected, the University of Arizona and Arizona State University received a higher rating than did the state's other university and colleges in this regard, and the three community colleges in the Phoenix area ranked next. The general ranking on the Outstanding Books of the Year 1964-65 was very similar to that of the basic list. Arizona State University recently embarked upon a comprehensive standing order plan that will score much higher in any subsequent annual list. The distribution by major subject areas, as shown in Table XXVI, indicates some interesting variations in emphasis. It was quite apparent that one of the older community colleges needs to discard many of its out-of-date books.

Some of the community colleges are developing instructional materials centers. Glendale had made a good beginning and Cochise, Mesa, and Arizona Western colleges are developing wider ranges of materials.

An important factor in the strength of a library lies in its use of inter-library loans. "Inter-library loans are a useful index of the strength of a library . . . The record of items borrowed often is a valuable guide in determining what areas of a library are most in need of strengthening."[41] Though there was little difference in the totals of items loaned and items borrowed by the three universities, there was considerable difference in the individual figures, with only the University of Arizona lending more than it borrowed. There was some variation in the use of inter-library loan by the community colleges, and the one four-year college reporting did not avail itself of this opportunity at all. A study in some depth of the library collections of the institutions of higher education would be a base for the initiation of a coordinated program of acquisitions for these libraries.

Personnel

One of the problems in establishing standards for a sound ratio of professional to non-professional employees in a library staff is that neither the library profession nor a sufficient number of institutions have made the detailed analyses of positions which would make it possible to differentiate between professional and non-professional positions. American Library Association standards for four-year colleges state:

> The size of the staff will vary with the size of the institution, but three professional librarians constitute the minimum required for effective service . . . at least one professional librarian should be on duty at all time during which the library is open for service . . . the ratio of professional to non-professional staff will vary according to the specific needs of the institution . . . as the size of the

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[40] Compilation made by Dr. Alan D. Covey, Librarian, Arizona State University, Tempe, Arizona.

[41] Down, *op. cit.*, p. 44.

TABLE XXVI

UNIVERSITY AND COLLEGE HOLDINGS OF CHOICE OPENING DAY COLLECTIONS 1964-1965

CLASSIFICATION = NO. OF CHOICE VOL. =	GENERAL REFERENCE 257		HUMANITIES 514		SCIENCE 272		SOCIAL SCIENCE 733		TOTAL 1776	
No. and Per Cent Vol. Held	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
INSTITUTION:										
Arizona Western	165	64.2	288	56.0	102	37.4	562	76.7	1117	62.9
Cochise College	183	71.2	322	62.2	128	46.9	344	46.9	977	55.0
Eastern Arizona	135	52.5	307	59.7	112	41.0	180	24.6	734	41.3
Glendale Community College	219	85.2	425	82.7	222	81.3	582	79.4	1448	82.0
Mesa Community College	214	83.3	434	84.4	249	91.2	378	51.6	1275	71.8
Phoenix College	239	93.0	421	81.9	191	70.0	472	64.4	1323	74.5
Grand Canyon College	133	51.8	165	32.1	51	18.7	199	27.1	548	30.8
Prescott College	121	47.1	279	54.3	51	18.7	159	21.7	610	34.4
Arizona State University	254	98.8	476	92.6	236	86.5	676	92.2	1642	92.4
Northern Arizona University	213	82.9	402	78.2	169	62.0	481	65.6	1265	71.2
University of Arizona	254	98.8	444	86.4	237	86.8	691	94.3	1626	91.5

NOTE: An ALA publication listing recommended Opening Day Book Holding by colleges and university libraries.

TABLE XXVII

UNIVERSITY AND COLLEGE HOLDINGS OF CHOICE OUTSTANDING BOOKS OF THE YEAR 1964-1965

CLASSIFICATION = NO. OF CHOICE VOL. =	GENERAL REFERENCE 10		HUMANITIES 122		SCIENCE 35		SOCIAL SCIENCE 130		TOTAL 297	
No. and Per Cent Vol. Held	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
INSTITUTION:										
Arizona Western	3	30.0	19	15.6	9	25.7	30	23.1	61	20.5
Cochise College	5	50.0	28	23.0	12	34.3	50	38.5	95	32.3
Eastern Arizona	6	60.0	29	23.8	13	37.1	26	20.0	74	24.9
Glendale Community College	4	40.0	60	49.2	24	68.5	65	50.0	153	51.5
Mesa Community College	8	80.0	75	61.5	34	97.1	101	77.7	218	73.4
Phoenix College	9	90.0	68	55.7	25	71.4	87	67.0	189	63.6
Grand Canyon College	2	20.0	17	13.9	6	17.1	18	13.8	43	14.5
Prescott College	1	10.0	12	9.8	3	.08	12	9.2	28	9.4
Arizona State University	7	70.0	98	80.3	22	62.9	97	74.6	224	75.4
Northern Arizona University	6	10.0	51	41.8	16	45.7	58	44.7	131	44.1
University of Arizona	10	100.0	116	95.1	35	100.0	126	96.9	287	96.6

NOTE: An ALA publication listing recommended Opening Day Book Holding by colleges and University libraries.

> library increases the ratio of non-professional to the professional staff should be larger.[42]

ALA standards for junior college state:

> Two professional librarians are the minimum number required for effective service in any junior college with an enrollment of up to 500 students . . . in addition there should be at least one non-professional staff member.[43]

Downs made the statement that:

> If more than 50 per cent of the entire staff is composed of professionals, the probabilities are that they are performing a substantial amount of clerical routines and at the same time neglecting opportunities to make important and useful contributions of a professional character.[44]

The percentage of professional and non-professional positions in the universities and colleges appears in Table XXVIII. None of the universities approaches a 50 per cent allocation of professional positions, and one is understaffed with professional librarians. For beginning and lower professional positions in the state's universities the salaries are at about median range; for higher positions they are slightly better as shown in Covey's statistics (See pages 59, 60). The average beginning salary for the three universities is $6,333.00. The national average of 1965 was $6,468.00. In 1967 ALA recommended a beginning salary of $7,000.00. In a time of critical shortages of professional librarians this leaves Arizona's universities in a poor position to compete for needed personnel.

Physical Facilities

Five of the Arizona colleges are in new buildings, and the Arizona Eastern College library is fairly recent. The Prescott College Library has attractive but temporary quarters. Northern Arizona University and Arizona State University have new buildings. The University of Arizona has a new science library and a new medical library, but the central library is 42 years old and overcrowded. Not all of the new libraries were properly planned for the best library services. Unfortunate mistakes were made in some of them, mistakes which will hamper the service, plague the staff, and cost the taxpayers for remodeling for years to come. When the Arizona Board of Regents of the Arizona State Board for Junior Colleges has the task of providing library facilities, it should employ a library consultant with responsibility for working with the architect. Few architects have a thorough understanding of a library's functions or of the necessities of its work and use flow; consequently, specialized consultant services are imperative in the development of these facilities.

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[42] American Library Association, ALA Standards for College Libraries (Reprinted from College and Research Libraries, July, 1959, vol. 20, pp. 274-280).

[43] American Library Association, ALA Standards for Junior College Libraries (Reprinted from College and Research Libraries, May, 1960, vol. 21, p. 202).

[44] Downs, *op. cit.*, p. 72.

TABLE XXVIII

PROFESSIONAL AND NON-PROFESSIONAL POSITIONS IN UNIVERSITIES AND COLLEGES

University	Professional Positions	Non-Professional Positions
UNIVERSITIES AND FOUR YEAR COLLEGES:		
Arizona State University	33.73%	66.27%
Grand Canyon	66.22%	33.33%
Northern Arizona University	46.15%	53.85%
University of Arizona	41.48%	58.52%
COMMUNITY COLLEGES:		
Arizona Western College	16.66%	83.34%
Cochise College	50.00%	50.00%
Eastern Arizona College	33.33%	66.66%
Glendale Community College	28.57%	71.43%
Mesa Community College	28.57%	71.43%
Phoenix College	37.50%	62.50%

Budgets

Earlier in this report reference was made to the minimum percentage figure recommended for academic library budgets, and those percentages appear in Table XXIV.

Although some of them, particularly for the community colleges, might appear fairly generous, they reflect the need, over a period of years, to bring new libraries up to a standard that can adequately serve the institution. Two of the percentages are quite low. Neither the University of Arizona nor Arizona State University achieves the minimum, and the University of Arizona budget is far lower than the standard. The three universities received approximately a total of $2,000,000 in 1967. At a minimum of five per cent of the institutions' budgets they should have received approximately $3,000,000. The community colleges had a total library budget of $400,436.28, and with application of the standard, this should have been $495,000. Figures 4 and 5 illustrate how the library budgets are spent. Downs' recommendation for a reasonable ratio of budget expenditures is:[45]

Personnel	62%
Books and other materials	32%
Supplies and equipment	6%

As shown in Table XXV, page 61, the budget of the University of Arizona Library ranks 19th and that of Arizona State University 23rd among the 33 universities--not a notable showing. The percentage spent for salaries and wages reflects a median salary range and too few positions. The libraries cannot give the high quality service needed with these staffing conditions.

The two larger universities should mechanize all of their operations which can be handled appropriately in this way. In this respect, Arizona State University has mechanized its serial and circulation records, and the University of Arizona will embark on a mechanization program during the next year.

The academic libraries are the state's greatest strength in library service. They not only serve the campuses for which they are organized, but they are a constant source of help for other libraries in the state which make use of their inter-library loan facilities. All of the libraries are available for use by the residents of their immediate communities. Most of the community colleges offer library services as freely as a local public library, although as yet they are not generally used by the local public.

One of the state's greatest assets is its educational institutions which provide citizens qualified by education to make contributions to the social, economic, and cultural advancement of the state. They provide for each resident the thing of greatest value--an education; and, without education, there is no opportunity. The importance of libraries becomes paramount within colleges and universities as our civilization becomes increasingly complex.

Great universities add prestige to a state. They attract the business and industry dependent on research and on an educated work force as well as the

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[45] Ibid., p. 1.

BUDGET

Universities and Four Year College Libraries

The pie chart represents total library budget. The sections represent percent of budget spent for salaries and wages, books and other library materials, and other operating expenditures.

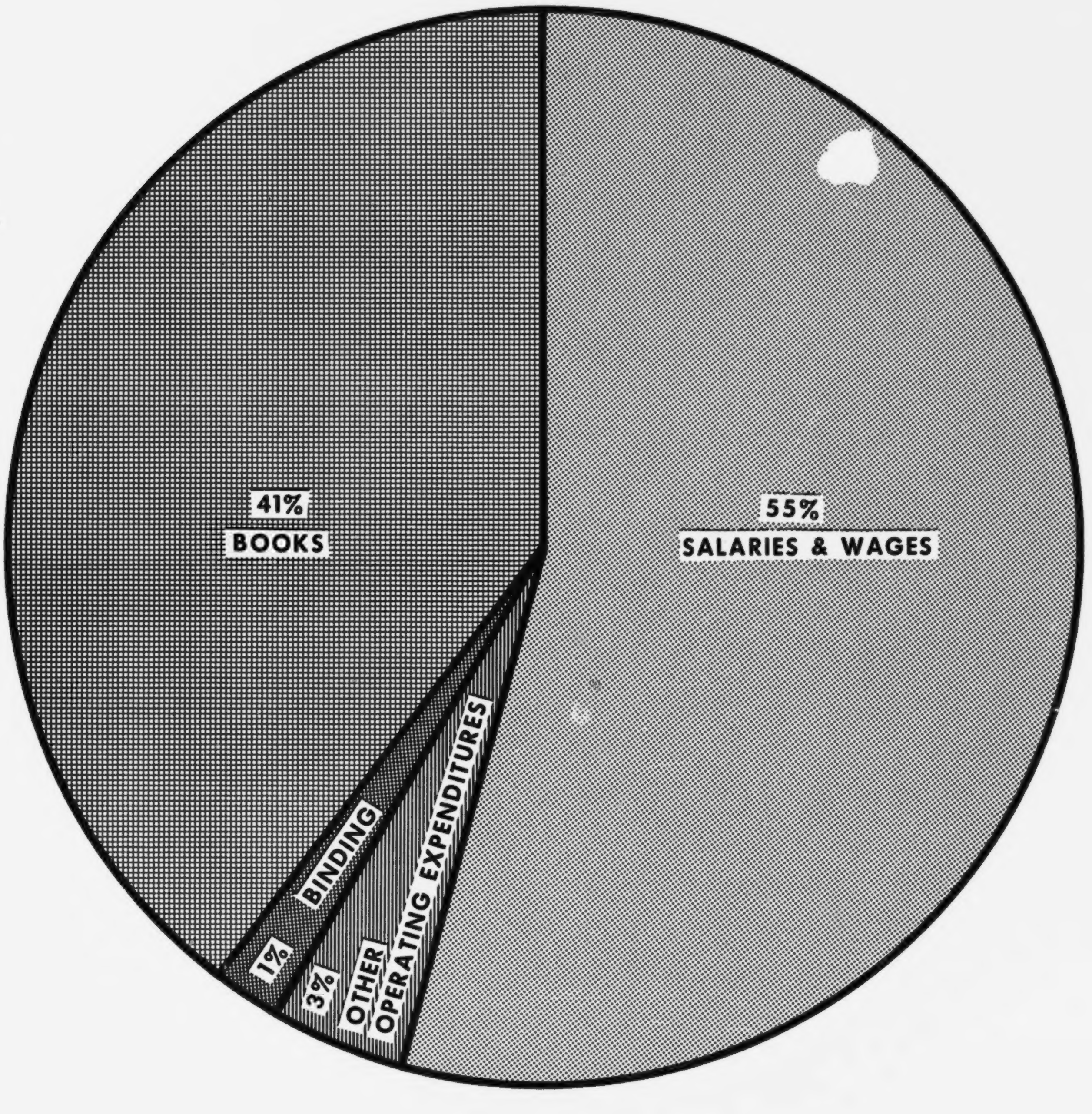

FIGURE 4

UNIVERSITIES AND FOUR YEAR COLLEGES

LIBRARY BUDGET EXPENDITURES

BUDGET

Community College Libraries

The pie chart represents total library budget. The sections represent percent of total library budget spent for salaries and wages, books and other library materials, binding, and other operating expenditures.

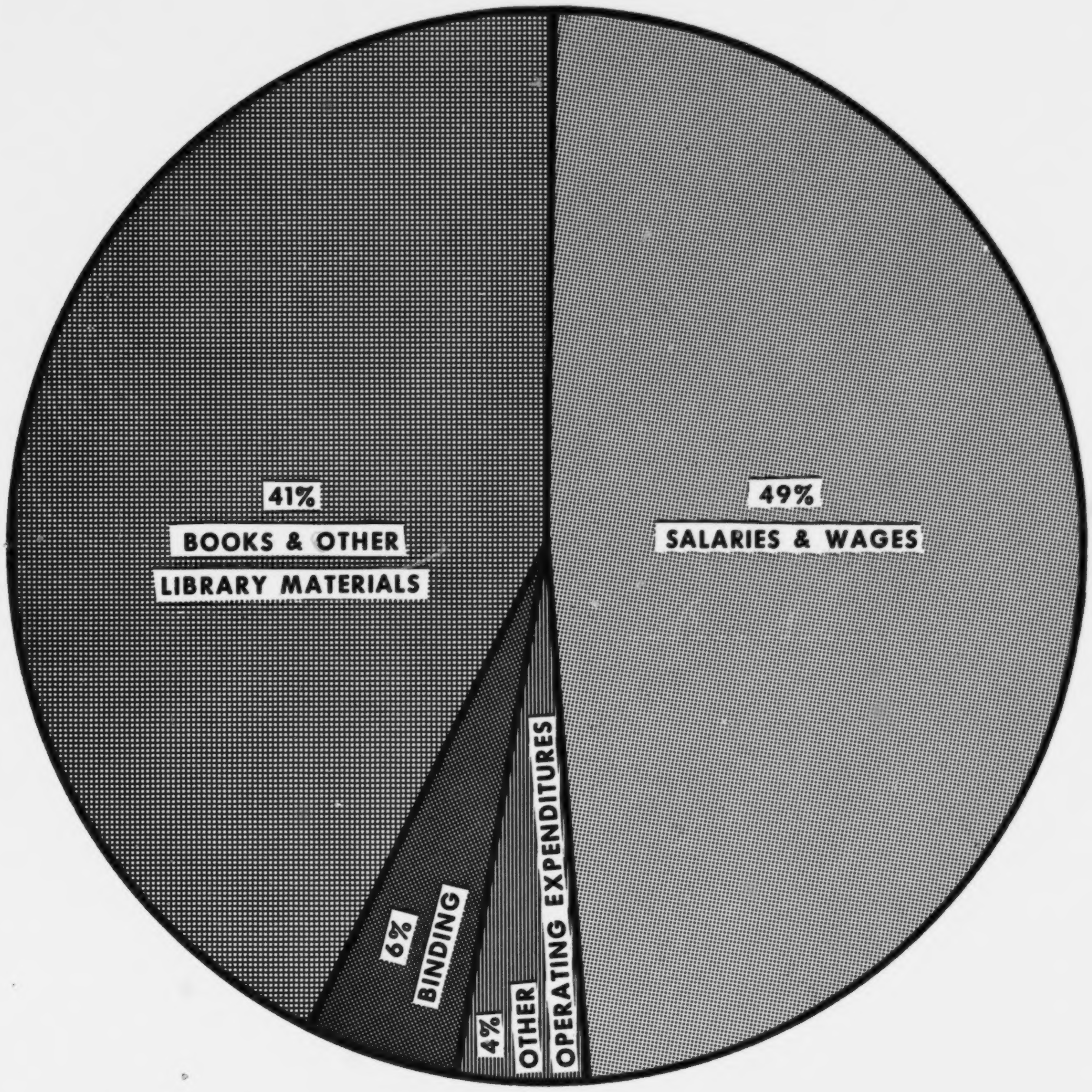

FIGURE 5

COMMUNITY COLLEGE

LIBRARY BUDGET EXPENDITURES

population which will make up that work force. They are a state's best investment, for the country's greatest resource is its people. The place of the library in higher education was well described thirty years ago in terms still relevant:

> All things considered, it is difficult indeed to conceive how a modern college, attempting to maintain a modern curriculum by modern methods of teaching, can hope for success unless it realizes to the full its responsibility to the library. It is not too much to say that the library must come first in the thinking of the college administrator, for without this basic tool of modern education, the finest buildings, the most competent faculty, the most rigorously selected student body are rendered to a great measure helpless. The faculty cannot teach, and the students cannot learn without books. And they must be the proper books, in sufficient numbers, adequately housed, efficiently administered, skillfully interpreted. Library costs, therefore, constitute the first costs of the college. If they cannot be met, monies spent otherwise will be largely wasted on an impotent faculty and an unsatisfied student body . . .[46]

Enrollments in the Arizona State University and the University of Arizona are striking illustration of the increasing demand for higher education as Tables XXIX and XXX show.

TABLE XXIX

ENROLLMENTS

	University of Arizona	Arizona State University
1952-53	5,060	3,870
1965-66	20,351	19,198

The increase in enrollments was due partly to the general increase in population, but statistics show a continued increase in the percentage of the college population compared with the total population.

TABLE XXX

ADVANCED DEGREES

	University of Arizona	Arizona State University
1952-53[47]	148	143
1965-66	1,059	955

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[46] William M. Randall and F.L.D. Goodrich, Principles of College Library Administration (Chicago: American Library Association, 1936), p. 1.

[47] ASU was not authorized to grant the doctoral degree until 1952.

One of the most significant developments of our time has been the growth of scientific and industrial research. A university librarian, in a recent paper, quoted a figure indicating a growth of 3,714 per cent from 1940 to 1960.[48] The rapid growth of industry in Arizona presages more and more need for research, and the academic libraries are not adequately prepared to meet the need. Table XXV, page 61, reveals the low status of the University of Arizona and Arizona State University libraries in comparison with comparable institutions, and these are the state's best libraries. To attract industry the state must provide excellent libraries as well as a well-educated, well-trained source of manpower.

Conclusions and Recommendations

1. The collections in the college and university libraries are not adequate for the demands placed on these libraries. The importance of the academic libraries is reinforced by the growth of college and university enrollments and the need for expanded research information. The inadequacy of the collections is due in part to the fact that some of the institutions are new, but it also is because of insufficient funds over a long period of time.

   It is recommended that great effort be expended to bring book collections up to acceptable standards. It also is recommended that bibliographic control of the state's library resources be established.

2. There is insufficient personnel in the libraries of all the colleges and universities, and salaries are not high enough to compete for needed personnel.

   It is recommended that adequate staffing standards be met. This will require additional staff as well as higher and more competitive salaries to attract and retain well-trained staff members.

3. The physical facilities in the colleges and universities generally are good but additional facilities are needed. A new central building for the University of Arizona should be considered soon, and larger quarters for some of the community colleges are needed. It is recommended further that library consultants be employed to work with the architects when new library facilities are being planned.

4. The library budgets of Arizona's colleges and universities are not adequate (1) to provide the library services needed, (2) to rank favorably with comparable institutions, or (3) to meet the ALA standards.

   Budgets for all of the academic libraries should be increased in accordance with ALA standards.

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[48] Robert G. Vosper, "Libraries and the Inquiring Mind," ALA Bulletin, September, 1965 (Vol. 59, No. 8), p. 709.

CHAPTER VII

SPECIAL LIBRARIES

The list of special libraries included in the survey was compiled with the help of the Special Libraries Division of the Arizona State Library Association. The questionnaires from the responding libraries were divided into three types of organizations as suggested by Bill M. Woods, who was at the time Executive Director, Special Libraries Association.

Questionnaires were sent to 105 special libraries. Seventy-two responded for a percentage of 69 per cent. Of the 72, 16 were business and industrial libraries, 31 were from governmental units, and 25 from societies or associations. (For Special Libraries Questionnaire, see Appendix F, page 169 .)

The number of special libraries has increased noticeably in Arizona in recent years. Of the 55 libraries which gave the date of their establishment, 35 have been established since 1945. As might be expected, the oldest special library is a law library, the Pinal County Law Library, established in 1880. Following closely behind was the Library of the Arizona Pioneers Historical Society in Tucson, established in 1884. Typical of the present time are the newest libraries, EMP Electronics Incorporated, Tempe, established in 1966; and Dickson Electronics Corporation, Scottsdale, established in 1965.

The responses to the questionnaire from the special libraries were not satisfactory, a large number not being usable because of lack of information. Evidently few records are kept, and, consequently, many questions were left unanswered. The breakdown of the number of replies to certain questions shown in Table XXXI illustrates the deficiencies in the reporting. No library was able to report on all of such basic areas as collections, personnel, and budget.

TABLE XXXI

SELECTED CATEGORIES OF RESPONSES TO SPECIAL LIBRARY QUESTIONNAIRES

	Business and Industry	Government	Society or Associations	TOTAL
Total Number of Responses	16	31	25	72
Collections	11	19	16	46
Personnel	13	15	12	49
Professional Personnel	3	10	4	17
Budget	8	22	13	43

Collections

Only 46 libraries could report the number of volumes in their collections, and several of these answers apparently were approximations given in round numbers, e.g., "about 5,000." Table XXXII summarizes the collections of materials that were reported. The wide variety of materials in special libraries is further illustrated by the table.

TABLE XXXII

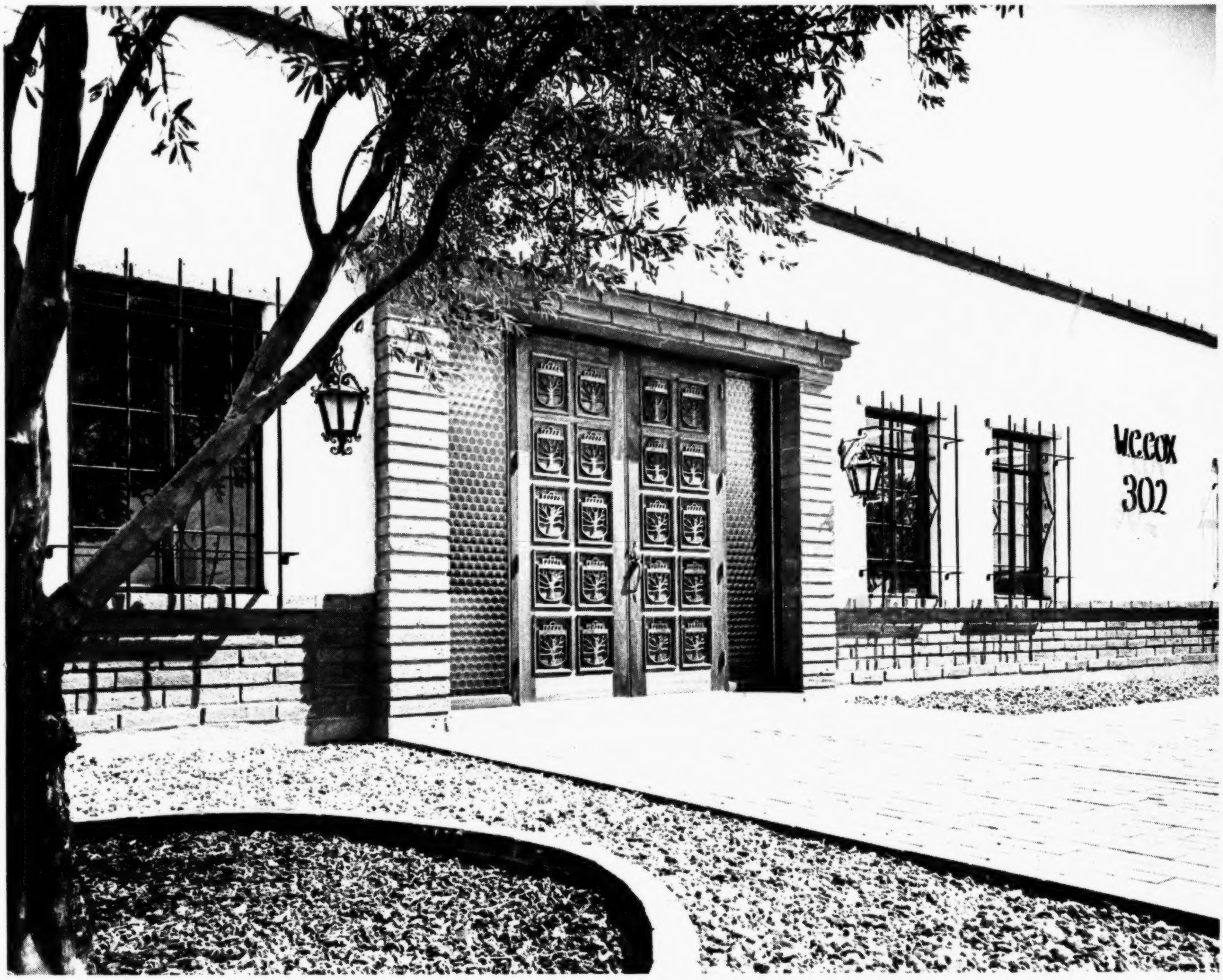
COLLECTIONS

	STANDARD MATERIALS				MICRO-REDUCTIONS			
	Total Start of Year	Number Added	No. Withdrawn	Total End Year	Total Start of Year	Number Added	No. Withdrawn	Total End Year
Book Stock Volumes								
Business and Ind.	60,754	2,179	224	62,709	3,586	180	-	3,766
Governmental	182,243	10,759	4,250	188,752	41	4	-	45
Society and Assoc.	100,927	5,311	705	105,533	476	59	-	535
TOTAL	343,924	18,249	5,179	356,994	4,103	243	-	4,346
New Titles								
Business and Ind.	-	87	-	-	-	-	-	-
Governmental	-	3,093	-	-	-	-	-	-
Society and Assoc.	-	648	-	-	-	-	-	-
TOTAL	-	3,828	-	-	-	-	-	-
Periodicals								
Business and Ind.	2,285	471	20	2,736	3,072	72	-	3.144
Governmental	6,418	3,954	184	10,188	-	-	-	-
Society and Assoc.	11,600	633	736	11,497	-	-	-	-
TOTAL	20,303	5,058	940	24,421	3,072	72	-	3,144
Technical Reports-Internal								
Business and Ind.	475	75	50	500	-	-	-	-
Governmental	100	15	-	115	-	-	-	-
Society and Assoc.	361	97	-	458	-	-	-	-
TOTAL	936	187	50	1,073	-	-	-	-

TABLE XXXII (Continued)

COLLECTIONS

Books and Materials	Total Start of Year	Number Added	No. With-drawn	Total End Year	Total Start of Year	Number Added	No. With-drawn	Total End Year
Records, Discs and Tapes								
Business and Ind.	-	-	-	-	-	-	-	-
Governmental	3,102	145	-	3,247	-	-	-	-
Society and Assoc.	613	76	-	689	-	-	-	-
TOTAL	3,715	221	-	3,936	-	-	-	-
Maps, Pamphlets, Manuscripts, Engineering Notebooks								
Business and Ind.	12,541	776	-	13,389	-	-	-	-
Governmental	700	50	-	750	-	-	-	-
Society and Assoc.	33,539	1,025	-	34,054	-	-	-	-
TOTAL	46,780	1,851	-	48,193	-	-	-	-



Walter Chiles Cox Memorial Library, Tucson

Owned by the W. C. Cox and Co., International Probate Research

In his Preface to the Standards for Special Libraries William Budington says, "In operations of such variable paramenters as special libraries, it is otherwise impossible to achieve any degree of empirical validity."[49] Because the Standards for Special Libraries do not include any specific quantitative measure there are none against which to measure the quantitative aspects of Arizona's libraries. The presentation of the data, however, is in agreement with the statement of G. E. Randall that ". . . the profession needs access to more data of this type. As specific data become more available, the profession will be in a better position to revise the Special Libraries Standards with the incorporation of quantitative measurements."[50] Perhaps this is not the primary objective of the Special Libraries Association, but the statistics would be useful nevertheless.

Lack of quantitative measurements presents comparison, but some general observations can be made. With the exception of the military installations, and one of the large business libraries, the largest book collections are in the law libraries, but only one of these has a professional librarian in charge. Even though many of the libraries are new, or possibly because they are new, it is somewhat surprising to see comparatively little use of micro-reduction. Except for slides, relatively little use of audio-visual materials is made. No slides were reported in museum libraries. In fact, four libraries hold the entire number, including a botanical garden library and the National Parks Service. All of the phonograph recordings are in four military installations, three of which serve as public libraries for their bases.

The number of items borrowed on inter-library loan is shown in Table XXXIII.

TABLE XXXIII

ITEMS ON INTER-LIBRARY LOAN BY SPECIAL LIBRARIES

Item	Loaned	Borrowed
Books	158	690
Periodicals	495	2,094
Technical Reports	58	22
Audio-visual	0	100
Photo-copies	163	86
TOTAL	874	2,997

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[49] Objectives and Standards for Special Libraries (New York: Special Libraries Association, 1964), p. 671.

[50] G. E. Randall, Special Library Standards, Statistics, and Performance Evaluation, Special Libraries, Vol. 56, No. 6, July-August, 1956 (New York: Special Libraries Association), p. 379.

The number of items borrowed is not large in proportion to the size of the total library collections. Whether this indicates adequacy of the collections or failure to seek elsewhere for materials not available locally cannot be affirmed without a study of the collections. The fact that only 33 libraries did report inter-library loans might indicate the latter case. Twenty-two libraries sought loans from out-of-state sources.

The number of libraries providing various bibliographic services are shown in Tables XXXIV and XXXV.

TABLE XXXIV

NUMBER OF SPECIAL LIBRARIES PROVIDING VARIOUS BIBLIOGRAPHIC SERVICES

Type of Library	Inter-Library Loan	Indexing and Translations	Abstracting	Total
Business and Industrial	$\frac{7}{10}$	$\frac{8}{12}$	$\frac{4}{12}$	$\frac{19}{34}$
Governmental	$\frac{9}{14}$	$\frac{2}{6}$	$\frac{2}{16}$	$\frac{13}{36}$
Society and Association	$\frac{23}{33}$	$\frac{13}{23}$	$\frac{8}{41}$	$\frac{44}{97}$

Numerator = Number giving services
Denominator = Number responding to question

TABLE XXXV

VOLUME OF MATERIALS INDEXED OR ABSTRACTED

Type of Material	No. of Libraries	Total Number of Items	
		Indexed	Abstracted
Internal Reports	4	1,700	4,500
Technical Reports	8	5,540	22,200
Periodical Articles	9	5,203	20
	TOTALS	9,443	26,720

About a third of the special libraries are open to the public, lend to other libraries, and borrow from them. Open hours averaged about eight hours a day and 55 hours a week.

Personnel

The most pertinent finding of the survey was the small number of professionally trained librarians employed in special libraries. Including the librarians who reported either an MS or a BS degree in library science, only seven had these qualifications in the 72 libraries responding, only 40 of which answered this question. Six librarians had degrees in a relevant subject specialty such as anthropology, law, or chemistry. Five had BA degrees, and seven more had taken some hours in library science. On the questionnaires where the answer indicated that the librarian was professional, but the space for educational qualifications was not filled in, the librarian was not included in the summary. Replies indicated that libraries were administered by people whose first responsibility was as receptionist, custodian, file clerk, bailiff, interpreter, probation officer, etc. This probably accounts for the unsatisfactory answer to the questions. (Perhaps some of the questions also were not understood by the non-professional personnel.) Many of the libraries are not well organized, and adequate records are not kept.

Budgets

It is not always possible for special libraries to report their expenditures, but Table XXXVI presents budget information from the libraries which did report.

The substantial sums being spent suggest the importance of the earlier observation concerning the lack of professional personnel. It is quite possible that adequate returns are not being obtained for the expenditures because of the lack of professional direction and leadership.

Conclusions

Undoubtedly much valuable material lies in the collections of the special libraries, and there are some excellent special libraries in the state. These resources could be much more useful if they were better organized and administered.

What is needed on the part of management is understanding of the contribution a good library can make to the overall operation of its enterprise and what it takes to make a good library. The possibility of greater use of inter-library cooperation in this special field deserves further study, and the potential of the special libraries as a part of a state-wide comprehensive library system should be considered.

Recommendations

Special libraries need more professional personnel. Some of the libraries are very well organized and administered, but too many are in charge of untrained personnel or personnel for whom the library is a secondary responsibility. The relationship of special libraries to the state-wide system should receive early attention to prevent duplication and the needless expenditure of funds by either public or special libraries.

TABLE XXXVI

EXPENDITURES

By Type of Organization	Number of Libraries Responding	Total Budget
Business and Industry	7	$166,901.00
Governmental	22	272,023.29
Society and Association	13	95,819.65
For Personnel (Excluding Maintenance)		
Business and Industry	6	$102,186.86
Governmental	15	162,032.00
Society and Association	10	53,047.69

For Library Materials*	Books	Periodicals	Supplies	Binding	Other	Total
Business and Ind.	$ 7,620.00	$7,300.00	$5,225.69	$ 800.00	$ 1,200.00	$ 22,145.69
Governmental	100,277.30	4,383.94	6,698.50	11,033.74	30,626.37	153,019.85
Society and Assoc.	17,021.02	5,389.54	7,686.55	2,440.87	4,633.82	37,921.80

* Other operating expenditures totaled such items as stationery, copying, equipment --for those libraries reporting $44,000.

CHAPTER VIII

SERVICES OF THE STATE DEPARTMENT OF LIBRARY AND ARCHIVES

As defined by Phillip Monypenny, the Arizona Department of Library and Archives is a "comprehensive state library." This is the phrase he uses to designate the library that encompasses all library services of the state government as outlined by the National Association of State Libraries in the Role of State Libraries. These services are: general library services, archives, extension, government, publications, law legislative reference, state history, and special library services, "so integrated as to function with economy and efficiency."[51]

Organization of State Library Services

What is now known as the Department of Library and Archives goes back to Arizona's first state code. The law under which the library operates has undergone several revisions, but the legislation adopted in 1939 is essentially that under which the library operates today. It organized the library into three parts: (1) the state legislative reference, (2) the library division, and (3) the division of Arizona history and archives. The legislative reference continues the function of the legislative reference bureau; the library division contains the law library and sections related to government, American history, biography, mineralogy and geology, genealogy, federal and state documents, and general reference. The division of Arizona history contains the collection of Arizona history and archival material.

The Library Extension Service was approved by the legislature in 1949 but was not funded until 1957, and it has not been made a division co-equal with the other services, although its activities affect thousands of people in the state.

To provide the services for which it is responsible, the State Department of Library and Archives, hereinafter referred to as the State Library, has the following book stock:

Book Stock F.Y. 1965-66	
Law	56,943
Documents	317,491
Arizoniana	61,648
Genealogy	4,119
General Reference	35,867
Total	476,068
Extension	167,279
Grand Total	643,347

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[51] Phillip Monypenny, The Library Functions of the States (Chicago: American Library Association, 1966), p. 43.

The collection also contains 13,892 reels of microfilm:

State Records	Historical Records	Security Records	Total
9,416	1,055	3,421	13,982

The Library Extension Service has established a collection of audio-visual materials which are loaned throughout the state. As of June 1966 it consisted of:

Films	349
Filmstrips	169
Slides	2,373
Pictures	57
Records	348
Total	3,296

For the fiscal year 1965-66 the financial support for these services came from the following sources:

Financial Support F.Y. 1965-66

Library Division			
State Appropriation	$140,000	Total State Appropriation	$223,486
Library Extension		Total Federal Funds	524,013
State Appropriation	83,486		
Federal Funds:			
Title I	242,753		
Title II	281,260		
TOTAL	$747,499		

The state appropriation for library service is less than half of the sum received from the federal government. This is not so far out of line as it might seem because the federal government owns 71.5 per cent of the state's land area, making it non-revenue producing. State aid for libraries has not been proposed for Arizona, but it is a necessity if the state is to develop the library service which it needs.

The staff of the state library is divided among three services.

Personnel	Permanent	Professional	Non-Professional	Temporary	Vacant
Library	14	3	11	6	
Archives	7	1	6	5	1 (Prof.)
Extension	27	1	26	2	2 (Prof.)

Separate libraries are in other state departments. The State Library has no jurisdiction over these, but it does check acquisitions to prevent duplication of expensive sets. These libraries are in charge of various untrained personnel, with considerable turnover involved, and the State Library does what it can with its limited staff to provide in-service training for them.

The state library also provides a limited book service to such state institutions as correctional and health, but lack of staff and funds prohibits the development of a real library program for those institutions, the provision of book collections of some consequence, and adequate supervision. The present program is woefully inadequate. Title IV of the Library Services and Construction Act if properly funded, will assist this activity. Service to the blind is provided by the State Welfare Department.

The most successful aspects of the state library are the division of history and archives, the law library, and the legislative reference.

The library issues annual reports, including statistics of the public libraries, and it publishes the _Road Runner_, and _Tumbling Tumbleweed_ both at irregular intervals.

Library Extension Service

LSCA funds are used to support the activities of the Library Extension service. The five county libraries receive considerable additions to their book collections and assistance for staff salaries to the amount of 10 per cent of their budgets. The Library Extension Service has established a regional branch at Tombstone, serving Cochise and Santa Cruz counties. The LES provides books to 90 libraries, fills special requests from all over the state, holds a few workshops for the untrained librarians of the small libraries, and provides what consultant services it can with one professional staff member. The additions to their book collections, many of which consist largely of gifts, have upgraded all the libraries. Particularly useful have been new encyclopedias and other reference books. The state library has TWX communication with four regional or branch libraries.

LSCA Title II Funds

Funds from Title II of the Library Services and Construction Act have been used to assist in building new libraries in Tolleson and Yuma, a branch in Phoenix and a regional branch in Tucson, and to remodel the Mesa Public Library. As this is being written current funds under this Title are being used for two more branches in Phoenix and for a new building in Lake Havasu City, a branch of the Mohave County Library.

Local Support for Libraries

Because much of the public library service in Arizona is deplorably substandard, it could be improved by additional funds and additional professional personnel. Merely having books in a building does not make a library. There must be a sound, well-constructed, imaginative library program administered by competent, well-trained people. Library support at the local level has been minimal or non-existent. Too many counties and local communities have not taken advantage of the legal provision whereby they may levy taxes or make an appropriation for library support. Those who do are providing the major portion of the matching funds which make the federal funds available. This condition places an unusually heavy responsibility upon the LES because that department is responsible for library development in the state.

"Standards for State Libraries" has this to say about recipients of aid from the state library:

> The state plan should also identify the levels of financial support and service which local libraries must achieve in order to participate in the state program and to receive financial aid; and state library agencies should be responsible for seeing that the levels or standards are achieved . . . No library or library system should be approved by the state or receive state aid unless it shows promist of achieving minimum standards.[52]

Of the 90 libraries receiving LES funds in the state, 40 are in communities that have done nothing to provide library services for themselves. The state library does not have sufficient staff to assist libraries with organization and administration, nor to train and supervise their librarians. As a result, those libraries are the same sub-standard libraries they were before--with more books.

The Tombstone Regional Library is an example of this. The City of Tombstone provides the building and utilities and pays the librarian of the Tombstone Public Library to keep the library open 10 hours a week in half of the building. It remains the same library in every respect that it was before the LES came to Cochise County. The regional library, in the other half of the building, gives service to anyone from Cochise or Santa Cruz counties and maintains a bookmobile service out of Tombstone which makes 43 stops in the two counties. But neither of these counties has made any library appropriation. The project in Cochise and Santa Cruz Counties is one example of the state's use of federal funds that does little to bring about a strengthened and improved program of library services for the state.

Cochise County exemplified another of the state's problems. Bisbee and Douglas are the largest cities in the county. Bisbee is a recipient of aid from the state extension service. The libraries belong to mining corporations which support them. The Copper Queen Library at Bisbee is the second oldest public library in the state and could be a fine institution, but it is inadequately supported, and the one staff member finds it impossible to do the things that would make it effective. Arizona has several such libraries. They were, and are, a generous gesture on the part of the mining companies, but the companies might welcome the opportunity to be freed from operating them if they could come to some equitable arrangement whereby the county or the state would provide the services.

County Libraries

The county libraries which receive assistance from LES vary in their organization and their effectiveness. All of them operate on budgets that are too small. One county attempts to serve 16,000 people on a budget of $6,000, another 894,000 people on a budget of $97,000. All of Pinal County has only one professional librarian. It is not possible to provide consultative services, in-service training, and supervision to the untrained personnel manning small libraries scattered over those vast counties with the few personnel employed at the county headquarters. The county librarians, or libraries contracting to give service, also should see that levels or standards of service are achieved in these small libraries; but this is difficult, if not impossible, with their lack of adequate personnel and funds.

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[52] Standards for Library Functions at the State Level (Chicago: American Library Association, 1963), p. 18.

New York state, which also has a comprehensive state library and one of the best statewide library services in the country, has some rural areas and some library problems not unlike Arizona's. Discussing a recent study of the New York Library System, S. Gilbert Prentiss, formerly State Librarian of New York, had this to say:

> At the same time it is impossible not to be aware of the tortured and halting nature of much of this forward movement, and of the residue of stubborn and frustrating resistance to the acceptance of help where it is more needed. One is brought face-to-face in evaluating the New York systems program, with a dilemma which must vex many democratic institutions--the question of the extent to which the whole enterprise should be geared down to the weakest members and the foot draggers. And the related question of how far democracy can be carried in the operation of a program of service, before the welfare of the majority is jeopardized. Or, to put the question differently, can society afford to let library service be as poor as the leadership in some communities would allow it to become? . . .[53]

Nine Arizona counties have not levied any library tax. Six of these lie across the northern reaches of the state where the population is very sparse, the terrain the most rugged, and the percentage of state- and federally owned land the highest. These counties point up another problem of library service in Arizona - how to provide service to the Indian reservations which encompass 27 per cent of the state's land. The State Library is providing bookmobile services to eight (including Cochise and Santa Cruz) sparsely populated counties. Four bookmobiles make 268 stops at six-week intervals. No definitive study has been made of the cost of this service, but the vast areas and sparse population obviously result in a high price. Other methods of reaching the people in these counties should be investigated.

Arizona always will need the small local libraries which now exist in towns around the state; people must have books accessible nearby. These libraries always will require help because, even with the best efforts, their sparse population will not support the personnel and book collections to meet local needs. But local communities must make a greater effort to support their own libraries, and the State Library must work with local and county officials to find the best methods of achieving good library service.

Public Library Trustees

Public library trustees never have become the active, effective group which they should be if the quality of the institutions is to improve. While individual trustees, and sometimes individual boards, have performed notably, they have not, as a group, been effective at the state level in such matters as legislation where their influence could be of paramount importance. Both the state library and the state library association should initiate an extensive campaign with the trustees to help them to understand their duties and responsibilities and to enlist their support for better library legislation and financing.

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[53] S. Gilbert Prentiss, The Findings of the Public Library Systems Study (Unpublished paper, 1967).

State Aid for Libraries

Because library needs in Arizona are so great, the state should concentrate its forces on building from strength, in consolidating the existing library resources so as to get the maximum service from what it now has, and in adding services where they will benefit the most people. Different sections of the state differ greatly in their ability to provide good library service. These differences should be equalized by aid from the state, and the whole system of library services should be upgraded with state aid. Recognition of this state responsibility began nearly 80 years ago when Massachusetts established the first Board of Library Commissioners with authority to make financial grants-in-aid to local libraries. Today 31 states have state aid programs. These are in addition to the federal aid programs. A suggested formula for an equitable proportion of support for public libraries is:

Local support	60%
State support	25%
Federal support	15%

The standards for state libraries state:

> As the level of government responsible for education, the state has a direct obligation for adequate financing of library service over the state. The cost of public libraries, as of public schools, should be shared between local units of government and the state. The building principle behind state financial contributions to local library service is that of insuring adequate service for all residents of the commonwealth.[54]

The vital importance of good library service at the state library level is summed up in the following:

> . . . Most state government officials are not getting the full resources they need for discharging their assignments. Out over the states, many public and school libraries are not able to meet the growing demands of adults, young people, and children for library resources. College libraries have increasing difficulty in keeping up with the demands of higher education. In no state is there a program which enables everyone within the state to have access to a broad collection of materials of practical, intellectual, and cultural interest regardless of the limitations of the local library service available to him . . .

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[54] Standards for Library Functions at the State Level (Chicago: American Library Association, 1963), p. 26.

> In only a few instances have plans been made and cooperative programs launched. Across the nation and within individual states, sub-standard library service is hindering the progress of both government and individuals . . .
>
> . . . The United States is at a significant point in the development of its educational and cultural life. For many years there has been a struggle to get better schools for children and to provide continuing education for adults. Finally, a degree of progress can be seen. But just at this moment, when the people are ready and responding, the necessary library resources are not available. Students and adults are turning to the fountain of knowledge, but it often is dry. The development of adequate library sources should take high priority in the programs of the states in order to capitalize upon a golden opportunity.[55]

The developments of the past 10 years have made the library extension agency in each state the key to overall library development. The person responsible for this agency should be well-grounded in library theory and practice, a sound organizer and administrator, able to do long-range planning, with a keen political sense, and with the ability to work well with people. His is the leadership role in the state, and it is his responsibility to develop, with his colleagues plans for overall library services and to work with government officials, his professional associates, and the general public in the realization of these plans. As one newly appointed state librarian said recently, "The state is where the action is." That there has not always been sufficient action or action appropriate to the needs at the state level in Arizona is reflected in the comments and observations made by the librarians who responded to the questionnaire.

Comments and Observations

The questionnaires which went to the 61 public and 11 academic libraries-- provided space for comments about library service in the state and suggestions as to what would best help to improve the service. As might be expected, and very realistically, 23 librarians who responded listed better financial support as the primary need. This was either stated simply as a need for more funds, or specifically as the need to remove the tax limit on cities and towns. Ranked next in importance was the need for a graduate library school, for better staffs, and for an extensive and intensive public information program to inform the citizens of Arizona of the role libraries perform in modern society. Suggestions for improvement of library services in the order of rank were:

Item	Frequency
Increased financial support	8
Graduate library school	6
Better staffs	6
Public information program	6
Better salaries	5

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[55] *Ibid.*, p. 3.

Plan for statewide service	4
State aid	2
State Library Board	2
Training for library technicians	2
Statewide catalog of resources	2
Cooperative service (acquisition, processing, films)	2
More cooperation between libraries	2
Better cooperation with schools	1
State standards for public libraries	1
Improved legislation	1
More workshops	1
Buildings consultant at state level	1
Better communication between libraries of same type	1
Planning for use of computer technology	1

The reasons for the inadequacy of Arizona's library service are contained in the above list. The need for more and better trained staffs is all too apparent and is reflected again in the expressed need for a graduate library school, training for technicians, and more workshops.

The need for a comprehensive plan for statewide library services which would better organize and utilize the state's resources is apparent in several of the items listed. Lack of cooperation and communication means that the resources are not used to the best advantage.

The paucity of these resources is revealed in the survey figures. Library collections are below standards in numbers everywhere, particularly in the smaller communities where they are poor in quality also. The resources are not accessible because many small libraries are only only a few hours a week, and vast areas are served only at six-week intervals by bookmobiles.

Deficiencies in Arizona Library Services

The deficiencies revealed by the survey statistics are emphasized in the above comments. Lack of financial support is a basic reason for Arizona's poor library service. The average cost of public library service in 1962 was $3.82 per capita. Of the 51 public libraries responding to the questionnaire, 25 received less than $1 per capita, and seven received less than $1.50 per capita. The budgets for the libraries at the University of Arizona and Arizona State University ranked 19th and 23rd respectively among 33 comparable institutions. The average per pupil expenditure in the public schools was $4.04, while the national standard, established in 1960, was $4 - $6, depending on the size of the school. The average price for a hardcover book in 1966 was $7.94.[56] Money is not the only ingredient in good library service, but without it the other ingredients are difficult, if not impossible, to obtain.

Some progress is being made. Yuma and Hayden have new public library buildings. Phoenix has embarked on a program of branch construction, and so has Tucson. The library budgets of these two cities have been increased substantially, making it possible to improve the book collections and reference services, and the below-standard salaries are better than they were formerly. Books from the LES have improved collections all over the state, and federal funds now available to all educational institutions are upgrading the libraries from grade schools through the universities. In spite of lack of staff and appropriate physical facilities, many public libraries offer a range of services to their communities such as story hours, book reviews, and Great Books discussions; and they cooperate with other agencies in presenting various educational programs of an informal nature.

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[56] Helen M. Welch, "Price Indexes for 1967, U. S. Periodical and Serials Services," Library Journal, July 1967 (Vol. 92, No. 13), p. 3117.

But the libraries of Arizona are too far behind for anything less than determined measures. Such measures are not beyond the realm of possibility. It is a question of values. How much value do the residents of Arizona attach to education? What kind of future life do they want for their children? Many needs must be met in the state, but the state is not without means to provide adequate library services for all of its citizens. Savings in banks and savings and loan associations increased between 1957 - 1966 from $296,688,000 to $1,665,469,000. The state's assessed valuation increased from $1,959,668,000 to $2,129,220,000 between 1963-64 and 1965-66. The forthcoming assessed valuation probably will be higher. The state can afford better libraries. The following recommendations present a framework upon which a sound statewide library service might be built.

Conclusions

State library action in Arizona is not now providing better library development for the state to the extent which available federal funds made possible. These funds should be used to build from strength, to demonstrate to the people of Arizona what good library service is and what it can do for a community. They should not be used to subsidize, ineffectively, communities which are unwilling to make an effort on their own behalf. This would place the major burden of supplying the matching funds on communities which do tax themselves to provide library services. It is common practice in states which have state and federal funds at their disposal for libraries to require that libraries participating in those funds meet an established standard of performance. Before the Library Extension Service contracts to provide services with state or federal funds to local libraries, agreement should be reached with local officials on what is expected from their community and what would be received in return from the state level. LES should make every effort to help local people and their officials understand what constitutes good library service and the benefits it brings to a community.

Recommendations

1. A different concept of the effective use of federal funds to achieve good statewide service should be developed.

2. A better understanding of the state library's leadership role in developing library service in the state.

3. Adequate housing for the state library for all its functions should be provided.

4. A larger staff, particularly in the Library Extension Service, to provide more consultant service and supervision for the small libraries of the state is necessary.

CHAPTER IX

A RECOMMENDED PLAN FOR ARIZONA LIBRARY SERVICES

Information obtained through the Arizona Library Survey makes it apparent that library services in the state are below standard. The service is inadequate for the present population--and the state's rapid rate of growth is second in the nation. This results in heavily increased demands for library service. Educational facilities, including libraries, not only must keep up with the increase in population, but with the changing character of that population as well. Arizona is no longer a frontier, pioneer state, western movies and "Old Tucson" notwithstanding. It rapidly is becoming a center for sophisticated agriculture, and manufacturing income has become greater than the combined income from crops, livestock and mining.[57] This development is creating a demand for skilled workers and for supervisory and executive personnel who will need to be trained and educated in the state's educational facilities. Arizona's libraries, as an integral part of these facilities, must be strengthened to meet present and future needs. The ensuing recommendations present a framework on which a sound statewide library service might be built.

Comprehensive Library Service for Arizona

For some years to come the sparse population of Arizona outside the metropolitan areas of Phoenix and Tucson will make the formation of groups of library systems[58] impractical. The standards for public library systems state, "These suggestions (for materials) assume that the system is designed to serve a minimum population of 150,000 people, which appears to ensure the most economic and effective use of staff, collections, and funds."[59] With the exception of the four smaller counties in the southeast corner of the state, whose combined populations would slightly exceed 100,000, there is no other reasonable combination of multi-county or natural regions in the state that would approximate the figures of 100,000 - 150,000. The distances are too vast and the population density too low.

State Level Service

A cooperative, statewide library service, with a well-developed State Department of Library and Archives as its focal point, would provide Arizona with the most efficient service. (See Figures 6 and 7, and the accompanying Glossary defining the terms.) A statewide service should be built on the strength now available in the state, no matter where that strength is found. In many

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[57] Valley National Bank, Arizona Statistical Review, 22nd Ed. (Phoenix: Valley National Bank, Research Department, September, 1966), p. 2.

[58] A system is defined as, ". . . an association of autonomous local libraries or a group of branch libraries working together to improve service for all residents of an area." (A Primer About Library Systems, American Library Association, n.d.)

[59] Minimum Standards for Public Library Systems, 1966 (Chicago: American Library Association, 1967), p. 41.

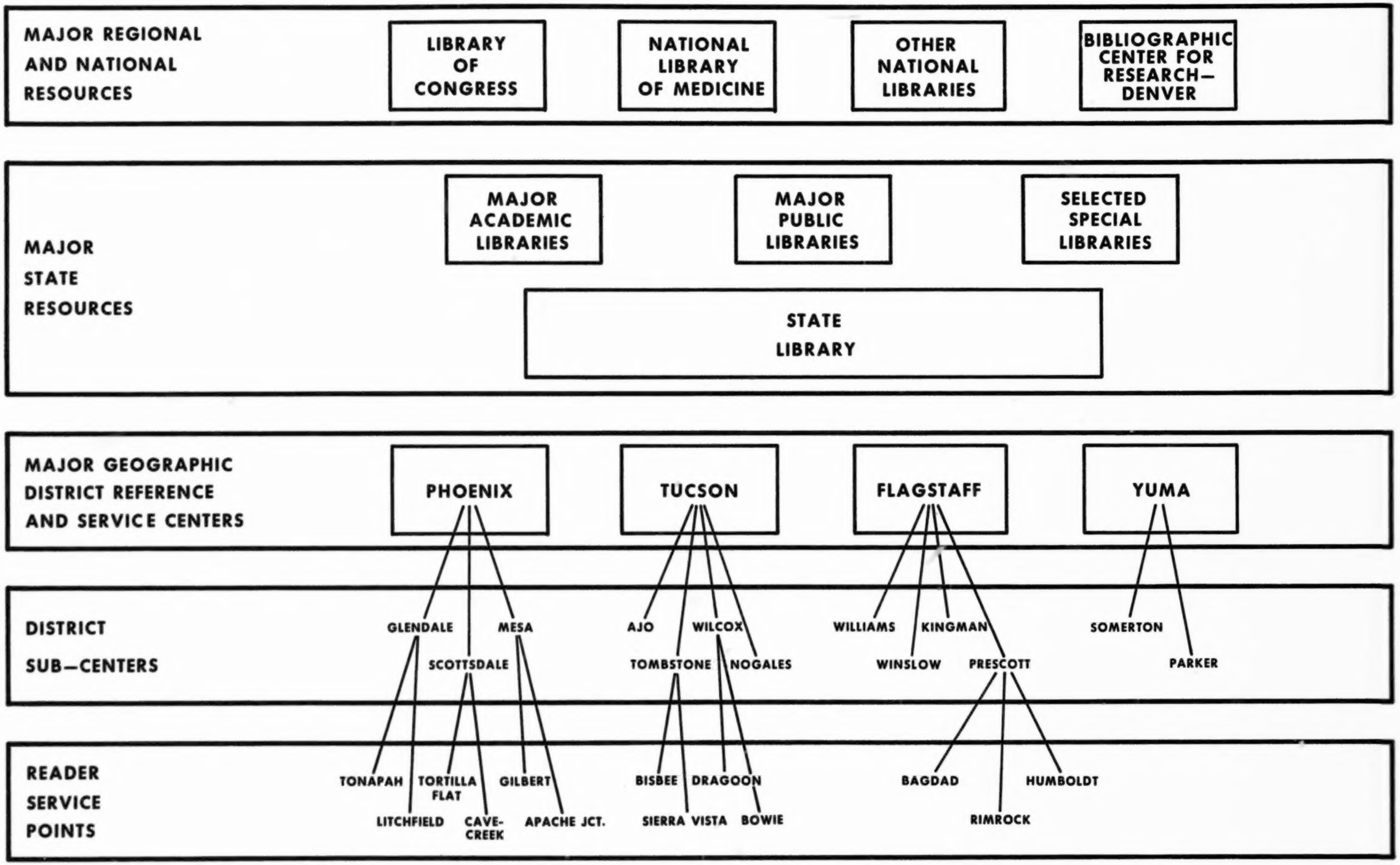
MAJOR REGIONAL AND NATIONAL RESOURCES
LIBRARY OF CONGRESS
NATIONAL LIBRARY OF MEDICINE
OTHER NATIONAL LIBRARIES
BIBLIOGRAPHIC CENTER FOR RESEARCH—DENVER
MAJOR STATE RESOURCES
MAJOR ACADEMIC LIBRARIES
MAJOR PUBLIC LIBRARIES
SELECTED SPECIAL LIBRARIES
STATE LIBRARY
MAJOR GEOGRAPHIC DISTRICT REFERENCE AND SERVICE CENTERS
PHOENIX
TUCSON
FLAGSTAFF
YUMA
DISTRICT SUB—CENTERS
GLENDALE
MESA
SCOTTSDALE
AJO
WILCOX
TOMBSTONE
NOGALES
WILLIAMS
KINGMAN
WINSLOW
PRESCOTT
SOMERTON
PARKER
READER SERVICE POINTS
TONAPAH
TORTILLA FLAT
GILBERT
LITCHFIELD
CAVE-CREEK
APACHE JCT.
BISBEE
DRAGOON
SIERRA VISTA
BOWIE
BAGDAD
HUMBOLDT
RIMROCK

FIGURE 6

ILLUSTRATIVE PRESENTATION OF STATEWIDE PLAN FOR LIBRARY SERVICE

(This Figure Is An Example For Illustrative Purposes Only)

GLOSSARY

Term	Definition
Major Regional National Resources	Sources of regional bibliographic data such as the Mountain Plains Bibliographic Center in Denver and national institutions such as the Library of Congress and the National Library of Medicine which are the primary sources of cataloging and indexing data and repositories of original references.
Major State Resources	The largest libraries of the state which, because of the excellence and size of their collections, serve as ultimate reference points.
Major Geographic District Reference and Service Areas	A compact of cooperating libraries within an area formed by contract to share resources and services. The benefits resulting to participating libraries would be: a wider range of resources available to libraries and library patrons within the area; centralized acquisition and processing of materials, thus saving funds in book purchasing and staff time in processing; more professional personnel to give consultant services to the area.
District Reference and Service Centers	The library formally designated in each area as the focal point for area wide reference, processing and specialized staff services.
District Sub-centers	Libraries which serve a small natural region and can meet the most frequent demands of the very small libraries in that region. They would be affiliated with the District Reference and Service Areas and would refer requests which they could not fill to the District Reference and Service Center with which they are affiliated.
Reader Service Points	Small local libraries, stations or bookmobiles where the reader makes his initial request.

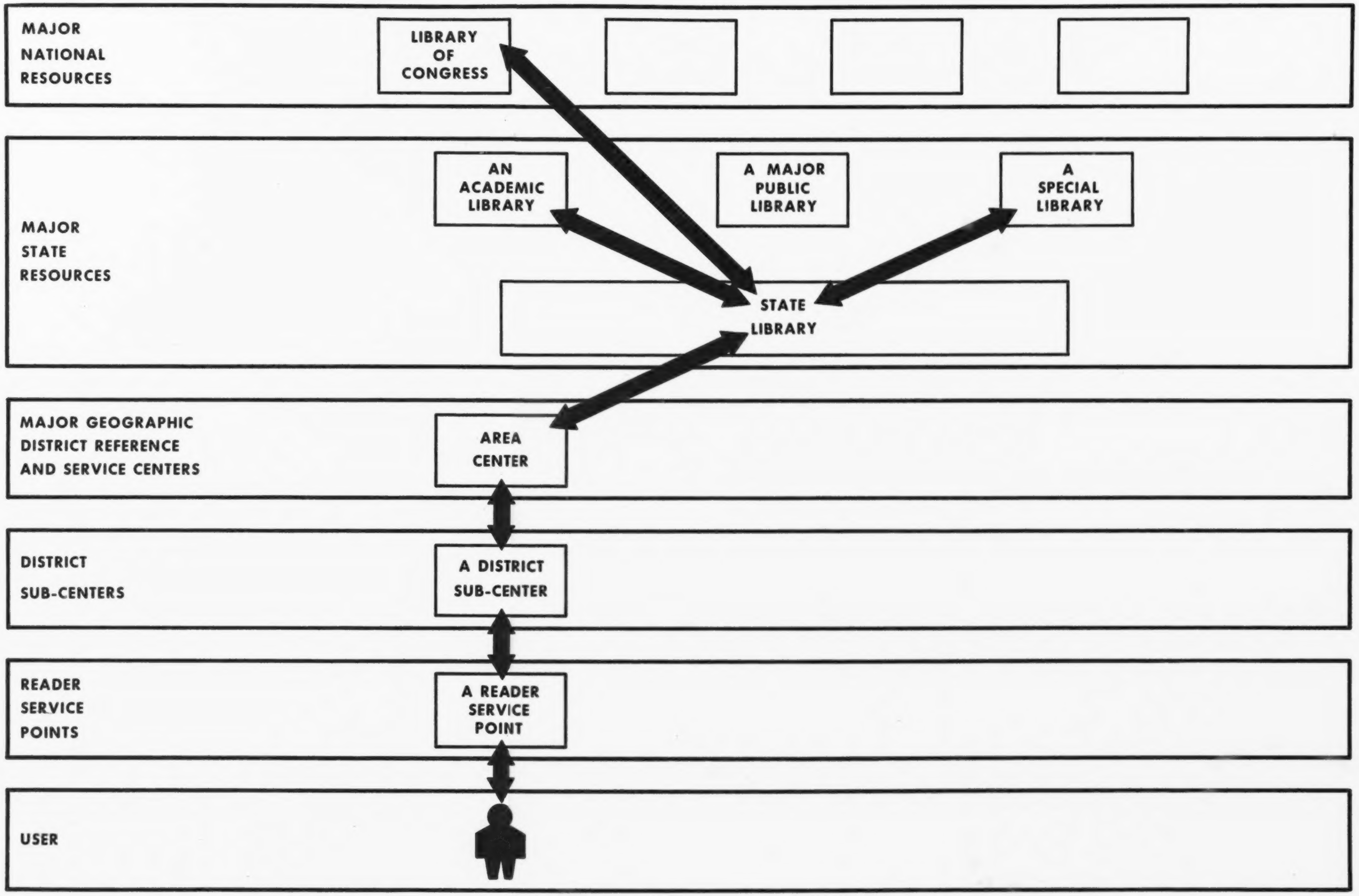
MAJOR
NATIONAL
RESOURCES
LIBRARY OF CONGRESS
MAJOR
STATE
RESOURCES
AN ACADEMIC LIBRARY
A MAJOR PUBLIC LIBRARY
A SPECIAL LIBRARY
STATE LIBRARY
MAJOR GEOGRAPHIC
DISTRICT REFERENCE
AND SERVICE CENTERS
AREA CENTER
DISTRICT
SUB-CENTERS
A DISTRICT SUB-CENTER
READER
SERVICE
POINTS
A READER SERVICE POINT
USER

FIGURE 7

REPRESENTATIVE SCHEMATIC OF REQUEST TRANSMISSION

(This Figure Is An Example For Illustrative Purposes Only)

Arizona communities the best libraries are in the schools, or in a local university or college. In some smaller communities a special library provides the richness of a special collection. All of these libraries should be included in a statewide system of library service. With the exception of most of the special libraries, almost all of these libraries are supported by public funds. As previously indicated, Arizona law permits the levying of a library tax by each county and city and town, but these laws not always have been used. Provision for adequate funding of a statewide library service could make use of these laws or a modification of them, or the funds might come directly from an appropriation at the state level. Because there are laws in existence for providing for library support, these recommendations will be based on them, but various methods of funding should be considered, and new legislation will be needed to provide adequate library support. To obtain the maximum use of the funds expended the services of all libraries should be coordinated in a way that would ensure maximum availability of their resources. Recent federal legislation encourages cooperation among various types of libraries, and plans to achieve this are now under way in the state.

District Reference and Service Centers

As a first priority, district reference and service centers should be established, beginning with the areas where there now is strength--in Phoenix, Tucson, Yuma, and Flagstaff--and extended as conditions warrant, possibly in the southeast part of the state. The service area for each district should be defined, and these service areas should not be limited by county boundaries but should embrace natural trading or geographical areas. All types of libraries in the district would coordinate their resource and services to give the best possible service, drawing upon the state library and other state and national resources where necessary. They could begin modestly and develop as funds and planning permit. They should be supported by a combination of local, state, and federal funds.

The reference and service centers should be established to take advantage of the stronger libraries in their localities, particularly the academic libraries, making their resources available to their districts and thence to the whole state. The libraries on which the burden of this service falls should be compensated through state and/or federal funds.

Services of these centers eventually might include:

Staff to promote the service and coordinate requests, referring them to the library best able to handle them.

Centralized acquisitions and processing of materials for libraries in the district.

Staff of consultants in special fields--adult, young adult, children, and school librarians--work with the librarians in the district. Adult services librarians should be competent in both community and reference services.

Well-planned workshops for librarians and trustees offered as frequently as needed.

Bookmobile or stations for service to isolated communities.

District Sub-centers

The next level of service should be district sub-centers, or libraries which serve a small, natural region, although it may cross county boundaries. A function of the sub-centers would be to obviate the disadvantages of distances in the state. The district sub-centers would be affiliated with the district centers. Their collections should be strengthened initially to meet the demands of the local libraries, and with continued demonstration of their ability to provide adequate service, they would receive annual grants from the state library on a matching basis to improve their collections and services. The sub-centers would provide service only to libraries which agree to participate, and only those libraries would be eligible for state aid in any form. No library should receive state aid unless it continues to meet the standards for services set by the state library.

Statewide Council

Federal funds are available for statewide library planning. Title III of the Library Services and Construction Act provides for a statewide council to act in an advisory capacity to the state library agency. To use effectively the funds available, this council should plan for the cooperative district centers and sub-centers as outlined above, defining the functions and services to be contributed by the different types of libraries and the methods of operation, so as to ensure a network of services from the local to the district, state, interstate, or national level. The council could advise the Department of Library and Archives on what standards of funding and services the local libraries should meet to qualify for state aid. The council either should outline the details of a comprehensive library system, as presented in these recommendations, or designate this responsibility to the Arizona State Library Association, which should appoint a committee to work with the State Department of Library and Archives on the statewide plan.

To use the state's library resources to the best advantage, information must be readily available so as to what and where they are. Bibliographic control of the state's library resources should be a first consideration in planning the use of federal funds. Usefulness of the district centers would depend on the availability of a catalog of the complete library resources of the state.

State Department of Library and Archives

To strengthen the State Department of Library and Archives, particularly the LES, to make it possible for it to carry out its role in the statewide comprehensive plan, the following recommendations should be implemented:

1. An authoritative board or council should be established by law to strengthen the work of the state library on a long-range basis. The council required under Title III of the Library Services and Construction Act might serve in this capacity temporarily. It must be authorized by the State Legislature to assume full responsibility.

2. The statewide system of library services should include an adequate staff of consultants, stationed at the state library or district level.

Besides the consultants for the various library services named above, consultants in different subject fields should be added to the staff--such as buildings consultant, administration and personnel specialist, a specialist in services to institution and other special libraries, and consultants for special groups, such as minority groups.

3. Larger and more suitable quarters should be provided for the State Department of Library and Archives, with the Library Extension Service as first priority.

4. Federal and state aid funds administered by the State Library should be available for experimental and demonstration projects to improve the quality of library service in the state.

5. The libraries in all the state agencies, e.g., public health, should be brought under the administration of the state library. State Library services to the state institutions should be improved.

6. The State Library should gather complete and accurate statistics on all the libraries of the state and provide for periodic updating of this information.

7. The State Library should continue to initiate studies and research on library problems. A first priority should be a study of a statewide communications system to link the network of libraries recommended above and to bring to Arizona the resources of other regional and national libraries. The state constantly should be planning ahead regarding the use of the technology to make available the flow of information and ideas. A recent plan for a library program for Columbia, Maryland, makes this statement:

> There is today no more important task performed in society than that of managing the availability and flow of ideas and information . . . The technical genius of America promises development in a very few years of electronic as well as mechanical marvels designed as to serve the nation's educational needs and interests in ways which may demonstrate capacities far exceeding those of any communications resources presently known.[60]

Types of Libraries

The most important concern for the different types of libraries--academic, public, school, and special--is to consider both separately and collectively what their roles should be in a comprehensive, integrated library system. Decisions must be made on what each type of library can contribute to the strengthening of all library services in the state. For government officials this may mean new patterns of government, new concepts of library service and its place in the state's development, and their acceptance of their own responsibility to provide a quality of service which will be for the ultimate benefit of the whole state. For the profession this will mean a re-orientation of some of its traditional methods of thinking and operating; a broad and long-range vision of what institutions the state and nation will need for the future. It will require an ability to preserve the primary purpose of their own institutions without putting the prestige of those institutions above the state's necessities.

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[60] C. Walter Stone and others, A Library Program for Columbia (Baltimore: State Department of Education, Division of Library Extension), p. 4.

Public Libraries

The larger public libraries should take the initiative in working for closer cooperation among the different types of libraries in their areas. All of the public libraries need to make a concerted effort to strengthen public understanding and support through better education of trustees, formation of Friends of Library groups, public information programs, and other methods.

Academic Libraries

The collections of all academic libraries should be brought up to standard and funds provided to acquire needed sets of serials and special collections.

The academic libraries should assume the responsibility for the coordination of the library resources of the state. This would include arranging agreements with different libraries as to which libraries in the state should assume responsibility for building the state's major library resources in specified subject fields.

The academic libraries should work with the State Department of Library and Archives on a study of the best method of producing a statewide catalog and serials list, probably through the use of computer technology.

Special Libraries

An information program directed to both librarians and management is needed to improve their understanding of the function and services of a good special library and its important role in achieving management's objectives.[61]

Statewide planning should include the serving of special libraries.

School Libraries

The staff of the library consultant in the State Department of Public Instruction should be increased with some members of the staff functioning from the district centers serving the school libraries in those districts.

Employment of a school library coordinator in each school district, or combination of small districts, would improve the school library services of the state.

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[61] A recent publication provides good material to be used in such a program. Strable, Edward G. (ed.), Special Libraries: A Guide for Management (New York: Special Library Association, 1966).

funds should be made available for a wide distribution and promotion of the new state and national school library standards.

Legislation

The Arizona State Library Association should assume leadership in working with appropriate local and state officials, boards, and organizations on an equitable formula for state aid to libraries and aid sought through the State Legislature.

The Arizona State Library Association should examine the laws governing libraries in Arizona, and legislation should be prepared, with legal advice, to enable a comprehensive program of library services to be put into effect. Legislation which would enable government units to act jointly in the establishment, maintenance, and use of libraries is needed.

Recruitment and Library Education

Professional scholarships should be available each year through federal funds. The recipients of these scholarships should attend any ALA accredited library school, but should return to Arizona to work for a stated period. A committee to work out details of the scholarship plan and to screen applicants should be appointed by the Arizona State Library Association to work with a member of the State Library staff.

The State Board of Regents should assume responsibility for the education of librarians at the graduate level. A graduate library school should be established at one of the Arizona universities. The Western Interstate Commission for Higher Education provides for reciprocal arrangements between western universities which participate in the program for education at the graduate level in some professional fields. Agreements should be sought for the inclusion of graduate education for librarians in this program until such time as a graduate program is established in Arizona.

Courses for library technicians should be established in the community colleges. The community colleges should work with the Departments of Library Science in the universities in designing such courses, and they should meet the ALA guidelines for the courses when they become available.

Federal funds should be made available to send librarians to special workshops and graduate seminars both in and outside the state.

More in-service workshops for librarians and trustees should be sponsored by the State Library.

General Recommendations

State standards for comprehensive library service should be developed by the Arizona State Library Association, and funds for wide distribution and promotion of the standards should be made available.

Because of the extremely limited library services throughout most of the state, a state-wide program of public information and demonstrations to show the importance and function of good library service should be planned and put into effect.

Appendix A

MEMBERS OF THE ARIZONA LIBRARY SURVEY ADVISORY COMMITTEE

Appendix A

MEMBERS OF THE ARIZONA LIBRARY SURVEY ADVISORY COMMITTEE

Mr. John F. Anderson, Director
Tucson Public Library
200 South Sixth Avenue
Tucson, Arizona 85703

Mrs. Sam Goddard, Lay Member
4724 East Camelback Canton Drive
Phoenix, Arizona

Mr. Winston R. Henderson, Director
Phoenix Public Library
12 East McDowell Road
Phoenix, Arizona

Mrs. Gertrude James
Library Consultant
Phoenix Elementary School
District 1
125 East Lincoln
Phoenix, Arizona 85004

Mr. Robert K. Johnson
University Librarian
University of Arizona
Tucson, Arizona 85721

Miss Nina J. Mahaffey
State School Library Consultant
Department of Public Instruction
Room 215
1333 West Camelback
Phoenix, Arizona 85013

Mrs. Katherine M. Matchett
Librarian
Motorola Corporation
5005 East McDowell Road
Phoenix, Arizona

Mrs. Virginia McFarland, Trustee
Safford Public Library
Safford, Arizona

Mr. Arless Nixon
Assistant Director
Phoenix Public Library
12 East McDowell Road
Phoenix, Arizona

Mrs. Murvise Odom
Supervisor of Library Services
Tucson Public Schools
1010 East Seventh Street
Tucson, Arizona

Mrs. Jane Peters, Librarian
Pinal County-Free Library
Florence, Arizona

Mr. Richard C. Quick
Director of Library Services
Northern Arizona University
Flagstaff, Arizona

Mr. Allen P. Rothlisburg
Librarian
Prescott Public Library
125 East Gurley Street
Prescott, Arizona 86301

Mr. Frank Schneider
Director
Mesa Public Library
Mesa, Arizona

Miss Gertrude B. Thayer
Librarian
Maricopa County Library
125 West Washington Street
Phoenix, Arizona

Mr. Walter Varner, Trustee
Yuma City-County Library
537 Seventh Avenue
Yuma, Arizona

MEMBERS OF THE CAMPUS ADVISORY COMMITTEE

Dr. G. D. McGrath, Dean
College of Education
Arizona State University
Tempe, Arizona 85281

Dr. Alan Covey, Librarian
Hayden Library
Arizona State University
Tempe, Arizona 85281

Mr. Harold Batchelor, Chairman
Department of Library Science
College of Education
Arizona State University
Tempe, Arizona 85281

Dr. Merwin Deever, Director
Bureau of Educational Research
and Services
College of Education
Arizona State University
Tempe, Arizona 85281

Dr. Harold E. Moore
Professor of Education
College of Education
Arizona State University
Tempe, Arizona 85281

MEMBERS OF THE SURVEY STAFF

Dr. R. Merwin Deever, Director
Bureau of Educational
Research and Services

Dr. Harold E. Moore
Professor of Education
and Coordinator of Survey

Mrs. Grace T. Stevenson
Library Consultant
2833 East Malvern Street
Tucson, Arizona 85716

Miss Sharon Montgomery
Secretary

MEMBERS FROM THE ARIZONA DEPARTMENT OF LIBRARY AND ARCHIVES

Mrs. Marguerite Cooley, Director
Department of Library and Archives
1700 West Washington
Phoenix, Arizona

Mrs. Dorothy E. Weiler
Extension Librarian
Department of Library and Archives
Phoenix, Arizona

Appendix B

AD HOC COMMITTEES OF THE ARIZONA LIBRARY SURVEY AND PARTICIPANTS IN THE SEMINAR

Appendix B

AD HOC COMMITTEES OF THE ARIZONA LIBRARY SURVEY AND PARTICIPANTS IN THE SEMINAR

Book List Committees

Public Library List

Mr. Arless Nixon, Assistant Director
Phoenix Public Library
Phoenix, Arizona

Mr. Frank Schneider, Director
Mesa Public Library
Mesa, Arizona

Miss Helen Scott, Coordinator of Work With Adults
Tucson Public Library
Tucson, Arizona

School Library List

Miss Gertrude James, Library Consultant
Phoenix Elementary School District No. 1
Phoenix, Arizona

Mrs. Priscilla McLeod, Head Juvenile Services
Phoenix Public Library
Phoenix, Arizona

Miss Mae Wiita, Director Instructional Materials
Phoenix Union High School System
Phoenix, Arizona

Academic Book List

Dr. Alan D. Covey
University Librarian
Arizona State University
Tempe, Arizona

Dr Robert K. Johnson
University Librarian
University of Arizona
Tucson, Arizona

Mrs. Jeanette DePriest, Librarian
Mesa Community College
Mesa, Arizona

Invitation List for the Seminar

Mrs. A. E. Nichols, State President
Arizona Association of University Women
Tucson, Arizona

Mr. Loren Vaughn, President
Arizona Association of Superintendents
Phoenix, Arizona

Mr. Arlo B. Lee, President
Arizona Association of Supervisors and Clerks
Tucson, Arizona

Mr. L. M. Acevedo, President
Arizona City Manager's Association
Avondale, Arizona

Mrs. M. M. Markiewicz, President
Arizona Congress of Parents and Teachers
Tempe, Arizona

Mr. Robert B. Landry, Director
Arizona Development Board
Phoenix, Arizona

Mr. Robert W. Taylor, President
Arizona School Administrators
Globe, Arizona

Mr. John E. Evans, Secretary-Treasurer
Arizona State AFL-CIO
Phoenix, Arizona

Mrs. E. M. Breedwell, President
Arizona State Federation of Women's Clubs
Miami, Arizona

Mr. George W. Chambers, President
Board of Regents
Tucson, Arizona

Dr. Marvin C. Knudson
Junior College Board of Directors
Phoenix, Arizona

Mrs. Wilfred D. Kelley, President
League of Women Voters of Arizona
Tucson, Arizona

Mr. A. N. Ganrud, Executive-Secretary
School Board Association
Tempe, Arizona

Arizona Library Survey Planning Committee for the Meeting of the Arizona State Library Association and the May 1967 Seminar

Dr. Alan D. Covey
University Librarian
Arizona State University
Tempe, Arizona

Mrs. Katherine M. Matchett, Librarian
Motorola, Inc.
Semiconductor Products Division
Phoenix, Arizona

Mrs. Murvise Odom
Supervisor of Library Services
Educational Materials Center
Tucson School District No. 1
Tucson, Arizona

Mrs. Jane A. Peters
Pinal County Free Library
Florence, Arizona

Public Relations Committee

Mrs. Gertrude Thayer, Librarian
Maricopa County Free Library
Phoenix, Arizona

Miss Nina J. Mahaffey
State School Library Consultant
State Department of Education
Phoenix, Arizona

Dr. Robert K. Johnson
University Librarian
University of Arizona
Tucson, Arizona

Mrs. Katherine M. Matchett, Librarian
Motorola, Inc.
Semiconductor Products Division
Phoenix, Arizona

Mr. Dickson Hartwell
Public Relations Consultant
THE ARIZONIAN
Scottsdale, Arizona

Mrs. Samuel P. Goddard
Phoenix, Arizona

Mr. John F. Anderson, Chairman
Arizona Library Survey Advisory Committee
Tucson Public Library
Tucson, Arizona

The Honorable Jack Williams, Governor
State of Arizona
State Capitol
Phoenix, Arizona

Senator Marshall Humphrey
President of the Senate
State of Arizona
Chandler, Arizona

Senator Chet Goldberg
Senate Majority Leader
State of Arizona
Phoenix, Arizona

The Honorable Stan Turley
Speaker of the House
State of Arizona
Mesa, Arizona

Representative Burton S. Barr
House Majority Floor Leader
State of Arizona
Phoenix, Arizona

Representative Frank L. Crosby
House Minority Leader
State of Arizona
Pinetop, Arizona

Mrs. Sarah Folsom
Superintendent of Public Instruction
State of Arizona
Phoenix, Arizona

Mr. Fred Enke, President
Arizona Cotton Grower's Association
Casa Grande, Arizona

Mr. Ted Lee, President
Arizona Cattle Growers
Thatcher, Arizona

Mr. Dix W. Price, Executive Secretary
Arizona Education Association
Phoenix, Arizona

Mr. Louis McClennen, President
State Board of Education
Phoenix, Arizona

Mr. R. E. Pilgrim, Executive Secretary
Arizona Farm Bureau Federation
Phoenix, Arizona

Mrs. Vivan Jones, President
School Librarians
Phoenix, Arizona

Dr. Dell Chamberlain, President
Arizona Education Association
Mesa, Arizona

Dr. Victor Baumann, President
Arizona Adult Education Association
Tempe, Arizona

Mr. Walter Gray, President
Arizona Association of Manufacturers
Scottsdale, Arizona

Mr. Walter Lawson, President
Arizona Mining Association
Vice President and General Manager
Phelps Dodge Corporation
Douglas, Arizona

Dr. Mac Ralston, President
Trustees Division of Arizona State
Library Association
Scottsdale, Arizona

Mr. Rollin W. Wheeler, President
Arizona League of Cities and Towns
Flagstaff, Arizona

Senator Harold C. Giss
Minority Floor Leader
Arizona State Senate
Yuma, Arizona

Appendix C

ACADEMIC LIBRARIES COVER LETTER AND QUESTIONNAIRES

ARIZONA STATE
UNIVERSITY TEMPE, ARIZONA

COLLEGE OF EDUCATION

December 1, 1966

Mrs. Florence Halladay
Eastern Arizona Junior College
Thatcher, Arizona

Dear Mrs. Halladay:

From earlier publicity, including articles in the ROADRUNNER, published by the Library Extension Division of the Department of Library and Archives, THE ARIZONA LIBRARIAN (Summer, 1966, p. 14) as well as the discussion concerning it at the State meeting of librarians last April, you are well aware of the ARIZONA LIBRARY SURVEY that is under way. As you may recall, the SURVEY is being conducted by the Bureau of Educational Research and Services at Arizona State University under contract with the Library Extension Division of the Department of Library and Archives using Library Services and Construction Act funds.

In order to conserve your time and ours, as well as being sure we have a comprehensive report on each college and university library, we are using three sources of information. They are:

1. The Higher Education General Information Survey 1966-67: "Section 5, College and University Library Resources and Facilities, 1965-66" (Schedule 9, pages 1, 2, and 3). Your President recently filed this report with the U. S. Office of Education.

2. The recent report to the American Library Association entitled, "Survey of College and University Libraries, 1965-66". We are obtaining a copy of this Survey covering your library from the office of the Director of the Arizona Department of Library and Archives.

3. The brief "College and University Libraries Questionnaire" which is enclosed.

Please fill in the enclosed Questionnaire and keep one for your files; Xerox a copy of Section 5 of the USOE report referred to in "1" above and return it and the Questionnaire in the enclosed addressed envelope by December 15, 1966.

Very truly yours,

THE SURVEY STAFF

Dr. R. Merwin Deever, Director
Bureau of Educational Research
and Services

Dr. Harold E. Moore
Professor of Education
and Coordinator of Survey

Mrs. Grace Thomas Stevenson
Library Consultant

Return in the enclosed
self-addressed envelope to

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Phone: 966-3761
or
966-3538

COLLEGE AND UNIVERSITY LIBRARIES QUESTIONNAIRE

Check or fill in appropriate answer, entering "N.A." (not applicable) for any item which does not apply to your library. Estimate accurately where necessary. Report all figures as of June 30, 1966, unless otherwise indicated. F.Y. means Fiscal Year, and refers to the period of July 1, 1965 to June 30, 1966. Refer to the covering letter with respect to the three sources of information being used to provide a comprehensive report of each college or university library.

PART I ORGANIZATION

A	1	a	Name of institution
		b	Location
		c	Name of Library Director
	2	a	Who supports and controls this institution
		b	Check type of institution University ☐ 4-Yr. College ☐ Community College ☐
	3	a	List number of faculty in F.Y. 1965/66 Full-Time ☐ Part-Time ☐

PART II HOLDINGS

A	1	a	Describe any special collections (i.e., Spanish-American materials, local history, etc.) of library materials, especially their depth and quantity ____________________ ____________________ ____________________ ____________________ ____________________ Omit office book collections and others not part of library
		b	Number of government documents. Count by item. Do not add to total volume count if they do not fit definition of volume* ☐
		c	Is library a complete government documents depository yes ☐ no ☐ If selective, indicate major areas of collection __________ ____________________ ____________________
		d	What classification system is used in public card catalog Dewey Decimal ☐ Library of Congress ☐ Other (specify) ☐ __________ __________

* A volume is a physical unit of any printed, typewritten, handwritten, mimeographed or processed work contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or made ready for use.

PART III CIRCULATION AND SERVICES (all figures F.Y. 1965/66)

A 1 a Total circulation figure ☐

b What is length of major lending period to Faculty ☐ Staff ☐

c Total reference questions recorded ☐

d Does library provide duplication services yes ☐ no ☐
Number of prints provided F.Y. 1965/66 ☐

e Number of interlibrary loans transactions in F.Y. 1965/66
Borrowed ☐ Loaned ☐

2 a List hours of service at main library

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Full lending							
Other (specify)							
____________							
____________							

b Total hours of full service for main library (total shown in 2a) ☐

3 a Does the library generally loan to individuals other than faculty and students yes ☐ no ☐

b If yes, on what terms ______________________________

c What is duration of general lending period, if any, to above (3a) ______________

d If available, give statistics on nature and services of library cooperation generally offered to non-academic borrowers (institutional, governmental, commercial, industrial, individual; attach a separate page if necessary)

PART IV GENERAL (Use additional sheets if necessary)

A	1	Is an annual report prepared by the library? (If yes, include a copy of the latest report.)	yes ☐ no ☐
	2	Has there been a recent study or special survey made of the library? (If yes, enclose a copy if available)	yes ☐ no ☐
	3	Describe any special services that your library offers	
	4	State any unusual developments in your library services in the past year	

PART IV GENERAL (Continued) (Use additional sheets if necessary)

5 What are your comments about library service and opportunities? What do you think would best help to improve Arizona Library Service in general and your library in particular

6 Make any additional comments you wish concerning your anticipation of building plans, plans for new service, or anything you feel pertinent

NAME OF PERSON COMPLETING REPORT ______

POSITION ______

DATE ______

OE 2300-5.2
PAGE 1

BUDGET BUREAU NO. 51-R-565
EXPIRATION DATE 7-30-67

U.S. DEPARTMENT
OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

HIGHER EDUCATION GENERAL INFORMATION SURVEY

COLLEGE AND UNIVERSITY LIBRARY RESOURCES AND FACILITIES, 1965-1966

(Please return on or before October 1)

OE 2300-5.2
HIGHER EDUCATION GENERAL
INFORMATION SURVEY
PAGE 2

I

U.S. DEPARTMENT OF HEALTH.
EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON. D. C. 20202

INSTITUTION NAME (ABBREVIATE)	INSTITUTION CODE	FOR OE USE ONLY	SCHED	PAGE
			09	01

COLLEGE AND UNIVERSITY LIBRARY RESOURCES AND FACILITIES, 1965-66

(Please return on or before October 1)

Name and title of person reporting:

Name: ____________________
Title: ____________________

Telephone area code, number, and extension(s)

____
____

Respondents who completed Form OE-2039 last year (Survey of College and University Libraries 1964-65) will note the resemblance between this form and that one. Sections of Form OE-2039 which dealt with library finance and employees (including salaries) are now incorporated in Forms OE-2300-3 and 2300-4. For this reason the present form is much shorter and is limited to items which are of particular importance to librarians. At the same time the items herein will assist the Office of Education in administering the 1963 Higher Education Facilities Act and the 1965 Higher Education Act.

Please examine the instructions below and the definitions that are included with the items in the form. If you need additional clarification of any of the items, please call Mrs. Hazel Poole, 962-2937, area code 202, in Washington, D.C.

NOTE: THE DATA PROVIDED IN THIS SURVEY MUST BE TYPED ON THESE FORMS, SINCE THEY WILL BE PROCESSED BY CHARACTER-READING OPTICAL SCANNING EQUIPMENT. PLEASE BE SURE THAT THE TYPEWRITER IS IN GOOD CONDITION, THAT THE KEYS ARE CLEAN, AND THAT THE RIBBON IS NEW. NYLON OR ONE-TIME PLASTIC BLACK RIBBONS PRODUCE THE BEST RESULTS. THE TYPING SHOULD BE CONFINED TO THE SPACE WITHIN THE PURPLE OUTLINES OR BOXES. PLEASE USE ONLY NUMBERS FOR ALL DATES, IN MONTH, DAY, AND YEAR SEQUENCE. STRIKEOVERS AND ERASURES SHOULD BE AVOIDED.

DOES YOUR INSTITUTION HAVE ANY BRANCH LIBRARIES? (X APPROPRIATE BOX) YES ☐ NO ☐

DOES YOUR INSTITUTION HAVE ANY EXTENSION - CENTER LIBRARIES? YES ☐ NO ☐

1 SPECIFY BELOW EACH BRANCH OR EXTENSION - CENTER LIBRARY INCLUDED IN THIS REPORT.

BRANCH LIBRARIES:

1		6		11	
2		7		12	
3		8		13	
4		9		14	
5		10		15	

2 EXTENSION CENTER LIBRARIES:

1		6		11	
2		7		12	
3		8		13	
4		9		14	
5		10		15	

3 SPECIFY BELOW EACH BRANCH OR EXTENSION - CENTER LIBRARY EXCLUDED FROM THIS REPORT

BRANCH LIBRARIES:

1		6		11	
2		7		12	
3		8		13	
4		9		14	
		10		15	

INSTRUCTIONS

1. Except where specified otherwise (Part III), this report should cover all of the library units in your institution, including libraries in branches or extension centers. If it is necessary to omit any unit, please specify its name in the space above.
2. If exact information is not available for any item, please provide an estimate of the required figure. If data are available for a combination of items but not for each component, make an estimate for each component.
3. For each item in the questionnaire there should be: (a) an appropriate figure, (b) zero, or (c) an X. Type O wherever the quantity to be reported is nothing or zero. DO NOT LEAVE ANY ITEMS BLANK.

BUDGET BUREAU NO. 51-R-565

EXPIRATION DATE 7-30-67

OE 2300-5.2
HIGHER EDUCATION GENERAL INFORMATION SURVEY
PAGE 3

I

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

INSTITUTION NAME (ABBREVIATE)	INSTITUTION CODE	FOR OE USE ONLY	SCHED	PAGE
			09	02

4

BRANCH OR EXTENSION - CENTER LIBRARIES EXCLUDED FROM THIS REPORT (Continued)

EXTENSION - CENTER LIBRARIES:

1	6	11
2	7	12
3	8	13
4	9	14
5	10	15

PART I - LIBRARY COLLECTION

EXCEPT WHERE INDICATED OTHERWISE, REPORT FOR THE (12-MONTH) FISCAL YEAR 1965-66, SPECIFY HERE THE DATE ON WHICH YOUR FISCAL YEAR ENDS:

MO DAY YEAR

A **Library materials, by type**

a

VOLUMES held, added, and withdrawn. For statistical purposes, a volume is a physical unit of any printed, typewritten, handwritten, mimeographed or processed work contained in one binding or portfolio, hardbound or paperbound, which has been classified, catalogued, or otherwise prepared for use. Include bound periodical volumes and all nonperiodical Government documents. Special note: All forms of microtext (including microfilm) are to be excluded from items 1-4, but are to be reported separately in items 5-6. If the number of reels or other units of microtext are not separately available in your records, please estimate their number for purposes of providing separate data here.

5 1 Number of volumes held at end of previous (1964-65) year

2 Number of volumes added during the year. (Do not subtract volumes withdrawn)

3 Number of volumes withdrawn during year.

4 Total number of volumes held at end of year 1965-66 (sum of items 1 and 2, minus item 3)

5 Number of reels of microfilm held at end of year.

6 Number of physical units of other forms of microtext (e.g., microcards, microprints, or micro-fiches) held at end of year. (Estimate if necessary)

b

SERIALS: Include periodicals, newspapers, annual reports, yearbooks, memoirs, proceedings, transactions of societies; may include monographic and publishers' series.

6 7 Number of serial titles, excluding duplicates, being received at end of year, 1965-66

PERIODICALS: Of the total serials reported above, report here (estimate, if necessary) the number which are periodicals. A periodical is a publication that is issued in parts which usually contain articles by several contributors. It generally has a distinctive title and the successive numbers or parts are intended to appear at stated intervals, and usually for an indefinite period. Exclude such serials as monographs, newspapers, annuals, proceedings, transactions, yearbooks, and reports, which should be reported in item 7.

7 8 Number of periodical titles, excluding duplicates, being received at end of year, 1965-66.

COLLEGE AND UNIVERSITY LIBRARY RESOURCES AND FACILITIES, 1965-66

Budget Bureau No. 51-R565

Expiration Date 7-30-67

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HIGHER EDUCATION GENERAL
INFORMATION SURVEY
PAGE 4

I

U.S. DEPARTMENT OF HEALTH,
EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

INSTITUTION NAME (ABBREVIATE)	INSTITUTION CODE	FOR OE USE ONLY	SCHED	PAGE
			09	03

Analysis of resources

For your present total collection (sum of items 4-7 part A), enter in column 4 below the approximate percents which are devoted to the areas in column 1. Likewise, enter in column 5 the approximate percents for your current acquisitions (item 2 part A). In each column the percents should total 100. (Provide approximations by measuring your shelf list cards at 100 cards per inch; estimate for unclassified serials or periodicals. The numbers and letters below refer to the approximate D.C. and L.C. schedules.)

8

AREA	CLASSIFICATION		% OF TOTAL COLLECTION	% OF CURRENT ACQUISITIONS
	D.C.	L.C.		
1	2	3	4	5
9 HUMANITIES AND GENERAL WORKS	000, 100, 200, 400, 700, 800	A, B, M, N, P, Z,		
10 SOCIAL SCIENCES	300, 900	C, D, E, F, G, H, J, K*, L		
11 PHYSICAL SCIENCES, INCLUDING MATHEMATICS	500 - 559	Q - QE		
12 BIOMEDICAL SCIENCES	560 - 599 610 - 619	QH - QR R, S		
13 TECHNOLOGY (ENGINEERING)	600 - 609 620 - 699	T, U, V		
14 UNCLASSIFIED MATERIALS (INCLUDING UNCLASSIFIED BOUND PERIODICALS)				

*i.e., LAW (pending)

PART II - LIBRARY FACILITIES

Assistance in completing this section should be obtained from the Director of Physical Plant or the Chief Business Officer. Provide estimated or approximated data, if necessary. Floor space in square feet is defined for this item as the area of a room based upon measurements taken from inside walls at floor level. Where there are minor architectural projections (less than 12 inches), the distance between typical walls is used. Include areas covered by built-in equipment, such as counters and shelving.

9

15 Total floor space in square feet allocated to library functions in all buildings (including branch and extension center libraries)	
16 Of the total area reported in item 15 above, estimate the square feet devoted to each of the following functions:	
a. Stack areas for shelving volumes (include book storage areas)	
b. Seating areas	
c. Staff offices and work areas	
d. Other areas (lounges, exhibits, non-book storage, corridors, stairs, etc.)	

PART III - LIBRARY MECHANIZATION

Type an "X" where each of the following operations is presently mechanized (i.e., whether alphabetic or alphanumeric information is handled by machine) in your MAIN library.

10

ITEM	TYPE "X" FOR ONE		IF "NO", ENTER FISCAL YEAR, IF ANY, FOR WHICH MECHANIZATION IS PLANNED
	YES	NO	
17 ACQUISITION			19
18 SERIAL RECORD			19
19 CIRCULATION			19
20 OTHER (Specify)			19

11 **PART IV - STUDENT AND OTHER HOURLY ASSISTANCE**

21 NUMBER OF HOURS OF STUDENT ASSISTANCE DURING YEAR	
22 NUMBER OF HOURS OF OTHER HOURLY ASSISTANCE DURING YEAR	

COLLEGE AND UNIVERSITY LIBRARY RESOURCES AND FACILITIES, 1965-66

Budget Bureau No. 51-R565

Expiration Date 7-30-67

③

LIBRARY ADMINISTRATION DIVISION
A DIVISION OF THE
AMERICAN LIBRARY ASSOCIATION
50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

SURVEY OF COLLEGE AND UNIVERSITY LIBRARIES, 1965-66

Conducted in collaboration with State library agencies

INFORMATION SUPPLIED BY *(NAME)*	TITLE	DATE

A. TOTAL ENROLLMENT (FTE FALL TERM 1965)

	FT UNDERGRAD[1]	PT UNDERGRAD	GRADUATE[2]
B. %			
C. NUMBERS			

D. FT FACULTY	E. PT FACULTY	F. FTE FACULTY

TO THE LIBRARIAN:

As an emergency measure this year, the Library Administration Division, upon recommendation of its Statistics Committee for College and University Libraries, is undertaking to collect and publish institution data for College and University Libraries for 1965-66. We earnestly request your cooperation.

This endeavor is intended to meet two basic objectives: (1) to provide institutional data for College and University Libraries in sufficient time to maximize their use by library administrators and (2) to provide a transitional link between the survey as conducted last year and the new General Information Form for Institutions of Higher Education now being conducted by the U.S. Office of Education. This questionnaire has been strictly limited to data urgently required by librarians. Comparability with similar items on the General Information Form has been preserved.

In order that we may meet our commitments for publication, please complete the addressed questionnaire and return it by October, 1, 1966

to - - - **Mr. Alphonse F. Trezza, Executive Secretary, LAD**
American Library Association
50 East Huron Street
Chicago, Illinois 60611

OR **If this questionaire was sent to you by your State Library Agency, return it to that agency.**

A second copy of the questionnare is enclosed for your files.
It will be necessary for LAD to sell the resultant publication at cost in order to meet its budget for this project. An announcement of its availability and price will be issued as soon as possible.

1. **This report should cover all of the library units in your institution, including libraries in branches or extension centers. If it is necessary to omit any unit, please specify its name in the space at the right below.**
2. **If exact information is not available for any item, please provide an estimate of the required figure. If data are available for a combination of items but not for each component, make an estimate for each component.**
3. **For each item in Part 1 of the questionnaire there should be: (a) an appropriate figure, (b) zero, (c) the symbol NA (not applicable), or (d) a check mark. Use NA only for an item that does not apply to your library. Enter 0 wherever the quantity to be reported is nothing or zero. DO NOT LEAVE ANY ITEMS BLANK.**

DOES YOUR INSTITUTION HAVE ANY BRANCH LIBRARIES? ☐ **YES** ☐ **NO** *. . . OR ANY EXTENSION-CENTER LIBRARIES?* ☐ **YES** ☐ **NO**

Specify below each branch or extension-center library INCLUDED in this report:	*Specify below each branch or extension-center library EXCLUDED from this report:*
BRANCH LIBRARIES	**BRANCH LIBRARIES**
EXTENSION-CENTER LIBRARIES	**EXTENSION-CENTER LIBRARIES**

(See back page for footnotes)

PART I - RESOURCES & SERVICES, PERSONNEL, AND EXPENDITURES

Except where indicated otherwise, report for the (12-month) fiscal year 1965-66. Specify here the date on which your fiscal year ends:

MONTH DAY YEAR

A LIBRARY RESOURCES AND SERVICES

a **VOLUMES HELD, ADDED AND WITHDRAWN.** *For statistical purposes a volume is a physical unit of any printed, typewritten, handwritten, mimeographed or processed work contained in one binding or portfolio, hardbound or paperbound, which has been classified, catalogued, or otherwise prepared for use. Include bound periodical volumes and all nonperiodical government documents.* SPECIAL NOTE: *All forms of a microtext (including microfilm) are to be excluded from items 1-4, but are to be reported separately in items 5-6. If the number of reels or other units of microtext are not separately available in your records, please estimate their number for purposes of providing separate data here.*

1	**Number of volumes held at end of previous (1963-64) year.**	
2	**Number of volumes added during year. Do not subtract volumes withdrawn**	
3	**Number of volumes withdrawn during year**	
4	**Total number of volumes held at end of year 1964-65** *(Sum of items 1 and 2, minus 3)*	
5	**Number of reels of microfilm held at end of year**	
6	**Number of physical units of other forms of microtext (e.g., microcards, microprints, or microfiches) held at end of year.** *(Estimate if necessary).*	

b **SERIALS** *include periodicals, newspapers, annual reports, yearbooks, memoirs, proceedings, transactions of societies, and may include monographic and publishers' series.*

7	**Number of serial titles, excluding duplicates, being received at end of year**	

B PERSONNEL

a *Data reported in the following items should be in terms of "FTE" or Full-Time Equivalents. To compute FTE, add total number of hours worked per week by all part-time personnel of each type, and divide by numer of hours in your full-time work week. Report these calculations as decimals, converting to nearest tenth of a position. To that sum add number of full-time paid staff members.*

PROFESSIONAL STAFF. *Include employees doing work that requires training and skill in the theoretical or scientific aspect of library work, as distinct from its mechanical and clerical aspects.*

NONPROFESSIONAL STAFF. *Include clerical and subprofessional staff, i.e., employees having less training and skill than professional employees. Do NOT include maintenance staff or student assistants.*

	TYPE OF EMPLOYEES	FULL-TIME EQUIVALENT	
		PROFESSIONAL	NONPROFESSIONAL
	1	2	3
8	**Salaried Staff**		
9	**Contributed services staff (Work performed by denominational groups or members of religious orders)**		
10	**Sum of (9)**		

C FINANCIAL INFORMATION

Include data for all library units. Report all expenditures in this section to the nearest dollar. OMIT CENTS. *Provide estimates where exact data are not available. In this section, exclude all staff benefits even if such benefits are charged to your library budget. (Staff benefits include such expenditures as institutional payment of group insurance premiums, premiums on retirement annuity contracts, retiring allowances, employers' social security taxes, workmen's compensation insurance premiums, medical insurance premiums, etc.)*[3]

11	**Salaries paid to professional staff before deductions**	$
12	**Salaries paid to nonprofessional staff before deductions**	$
13	*(Sum of items 11 and 12* **TOTAL SALARIES PAID** ➡	$

Report below the estimated monetary value of library work performed by staff of denominational groups including members of religious orders. The salary equivalents of such staff are to be estimated in terms of the salaries paid to lay staff for similar work.

14	**Salary equivalents of contributed - service professional staff**	$
15	**Salary equivalents of contributed - service nonprofessional staff**	$
16	*(Sum of items 14 and 15)* **TOTAL SALARY EQUIVALENTS** ➡	$
17	**Wages paid to student assistants before deductions**	$
18	**Wages paid to other hourly assistants before deductions**	$
19	*(Sum of items 13, 16, 17, and 18)* **SUB-TOTAL FOR SALARIES AND WAGES** ➡	$
20	*Expenditures for books and other library materials. (Include cost of books, periodicals, newspapers, manuscripts, prints, maps, slides, filmstrips, microprints, microfilms, motion picture films, sound recordings, realia, and other similar material.*	$
21	**Expenditures for binding**	$
22	*(Sum of items 20 and 21)* **SUB-TOTAL FOR BOOKS AND BINDING** ➡	$
23	*Other Operating Expenditures. (Include expenditures for supplies, operating equipment, transportation, entertainment, printing, etc. Do not include expenditures for buildings, sites, or costs of building operation and maintenance.)*	$
24	*(Sum of items 19, 22 and 23)* **GRAND TOTAL** ➡	$

25 **EXPENDITURES OF YOUR INSTITUTION FOR EDUCATIONAL AND GENERAL PURPOSES.** *Figures for a and b below should be obtained from the controller or business office. Figures should be estimated if necessary.*

a. Total expenditures for educational and general purposes, including general administration and general expense, instruction and departmental research, extension and public services, libraries, operation and maintenance of physical plant, ORGANIZED RESEARCH, and organized activities and sales and services relating to educational departments. Exclude capital costs and expenditures for auxiliary enterprises such as dormitories, cafeterias, etc. $ ________

b. Ratio of Total Library Operating Expenditures to Total Expenditures of Institution for Educational and General Purposes. (Item 24 divided by Item 25a and expressed as a percentage)

________ %.

b PROFESSIONAL POSITIONS - *Give filled and unfilled professional positions (at least 9 months) for funds have been allocated for 1966-67.*

	ITEM	FULL-TIME	PART-TIME	FTE OF PART-TIME	FTE OF TOTAL POSITIONS (Col.2 + Col.4)
	1	2	3	4	5
11	Professional positions filled as of beginning of fall term.				
12	Professional positions NOT filled as of beginning of fall term.				

D STUDENT AND OTHER HOURLY ASSISTANCE

26	Number of hours of student assistance during year	
27	Number of hours of other hourly assistance	

E BEGINNING ANNUAL SALARY BEING PAID IN 1965-66 TO A LIBRARY SCHOOL GRADUATE
(Fifth year degree, without experience)

28 For 9-10 months $________________

29 For 11-12 months $________________

PART II - SALARY TABLE FOR STAFF EMPLOYED ON FULL-TIME BASIS FOR AT LEAST 9 MONTHS

TYPE OF POSITION	ANNUAL SALARY[4]		TOTAL NUMBER OF EMPLS[5]	LESS THAN 4,000	4,000 TO 4,999	5,000 TO 5,999	6,000 TO 6,999	7,000 TO 7,999	8,000 TO 8,999	9,000 TO 9,999	10,000 TO 10,999	11,000 TO 11,999	12,000 TO 12,999	13,000 TO 13,999	14,000 TO 15,999	16,000 TO 17,999	18,000 TO 19,999	20,000 OR OVER	CHECK IF FOR ANALYSIS ONLY
	LOWEST	HIGHEST																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
EMPLOYED 9 - 10 MONTHS																			
30 Chief librarian or director																			☐
31 Associate/assistant librarian																			☐
32 Department and division heads																			☐
33 Heads of school, college or branch libraries																			☐
34 All other professional assistants[6]																			☐
35 All nonprofessional assistants[7]																			☐
EMPLOYED 11 - 12 MONTHS																			
36 Chief librarian or director																			☐
37 Associate/assistant librarian																			☐
38 Departmental and division heads																			☐
39 Heads of school, college or branch libraries																			☐
40 All other professional assistants[6]																			☐
41 All nonprofessional assistants[7]																			☐
CONTRIBUTED SERVICES, SALARY EQUIVALENT (11 - 12 MONTHS)																			
42 Chief librarian or director																			☐
43 Associate/assistant librarian																			☐
44 Department and division heads																			☐
45 Heads of schools, college or branch libraries																			☐
46 All other professional asst's.[6]																			☐
47 All nonprofessional assistants.[7]																			☐

See back page for footnotes

FOOTNOTES

1. A full-time student is one carrying at least 75% of the credit-hour load that is usual for the institution.

2. A graduate student is one who is enrolled in graduate college or school; included are special and unclassified students working primarily at the graduate level.

3. Exclusive of building maintenance.

4. Report the lowest and highest annual salary paid to full-time personnel in each category -- not the range in the library schedule. Exclude institutional contributions for retirement.

5. Number of employees should be expressed in terms of full-time equivalents. Salaries reported should be annual rates for full-time employees only. Report number of employees even if salaries are unavailable for publication.

6. Include employees doing work that requires training and skill in the theoretical or scientific aspect of library work, as distinct from its mechanical and clerical aspects.

7. Clerical and sub-professional, exclusive of student ass'ts and maintenance staff.

Appendix D

PUBLIC LIBRARIES COVER LETTER AND QUESTIONNAIRES

ARIZONA STATE
UNIVERSITY TEMPE, ARIZONA

COLLEGE OF EDUCATION

November 10, 1966

Dear Public Librarian:

From earlier publicity, including articles in the ROADRUNNER published by the Library Extension Division of the Department of Library and Archives, THE ARIZONA LIBRARIAN (Summer, 1966, p. 14.), as well as the discussion concerning it at the State meeting of librarians last April, you are well aware of the ARIZONA LIBRARY SURVEY that is under way. As you may recall, the SURVEY is being conducted by the Bureau of Educational Research and Services at Arizona State University under contract with the Library Extension Division of the Department of Library and Archives using Library Services and Construction Act funds.

In order to formulate a long-range, comprehensive library program for the State, which is the ultimate objective of the study, it is necessary to obtain information concerning the existing library services. For this purpose, and in cooperation with a number of librarians in the State, the attached Questionaire has been developed. We recognize that it will require considerable effort on your part to complete it, but we believe that you join us in the feeling that the important of library service in the State justifies our best efforts in connection with supplying data for and completing the study. Please be assured that all data furnished by you concerning your library will be treated objectively and impersonally in the final report.

While we think we have covered the various questions that you may have in supplying data on the Questionnaire itself, should there by an questions we will be glad to have you direct them to us. Please read the directions on the Questionnaire throughout before starting to complete it. We urge you to complete the Questionnaire as soon as possible. Keep one for your files and return one to us in the enclosed, addressed envelope.

Very truly yours,

THE SURVEY STAFF

Dr. R. Merwin Deever, Director
Bureau of Educational
Research and Services

Dr. Harold E. Moore
Professor of Education
and Coordinator of Survey

Mrs. Grace Thomas Stevenson
Library Consultant

HEM:msm

Enclosures

Return in the enclosed
self-addressed envelope to

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Phone: 966-3761 or 966-3538

ARIZONA PUBLIC LIBRARIES QUESTIONNAIRE

This Questionnaire was developed to survey the resources of the various public libraries in Arizona. The Survey is being conducted by the Bureau of Educational Research and Services under contract with the Arizona Department of Library and Archives.

It was prepared with the assistance of the Arizona Library Survey Advisory Committee and individual public librarians. Your cooperation in completing this Questionnaire and returning it to the above address by December 10 will be appreciated. (Two copies are enclosed. One is for your files.) Contact the Bureau in the event you encounter difficulty in completing this Questionnaire.

INSTRUCTIONS

1. Not every question will apply to every library situation. The Questionnaire was designed to apply to many types of public libraries. If any item does not apply, enter "N.A." (not applicable) in the appropriate space. If necessary, estimate as accurately as possible.
2. Submit separate reports for each library in a system. Additional copies, if needed, of this Questionnaire are available at the above address. Statistics for library systems should show total figures for all libraries, including branches and service outlets within the system. Statistics for the system center should be reported separately. Where several "regional" libraries are being coordinated by an administrative headquarters no separate figures should be given for the system center. Please indicate if this is the case.
3. Use additional sheets whenever necessary. Please refer to identifying item number when doing so.
4. Please indicate any special exceptions on the Questionnaire if required. Otherwise indicate exceptions on a separate sheet, noting the item number for reference.
5. The abbreviation F.Y. means Fiscal Year. For the purposes of the statistical tabulation of this Questionnaire, the fiscal year begins on July 1, 1965 and ends on June 30, 1966. All figures reported, unless otherwise indicated, should be as of June 30, 1966.
6. Population areas: "Theoretical" is defined in this case as meaning population that has access to and/or those who are normally entitled to free service and access to all library facilities. (Example: A city or town library which will serve any county resident on a fee basis or otherwise.) "Actual" service means the population of the area governed or located in the area from which your primary financial support is received. A city or town is an incorporated area of under 2,500 people.
7. Include bookmobiles and other service outlets over which you have control, either by supervision, contract, ownership, etc. Do not include delivery vehicles.
8. Branch refers to a unit which serves a community and which is administered and staffed by the library.
9. A deposit station is considered a public library agency in a store, ranch, club or other organization with a small collection of books and not staffed by permanent library personnel.
10. A classroom collection is a semipermanent or temporary collection deposited in a schoolroom.

ALL DATA WILL BE TREATED OBJECTIVELY AND IMPERSONALLY IN THE FINAL REPORT

PART I LIBRARY ORGANIZATION AND SERVICES

A 1 Name, address of library

County

Name of Head Librarian

2 a Head Librarian is directly responsible to
Library Board ☐
Local government ☐

b Library Board is appointed by (specify) ______________________
____
____

c If library has a Library Board, how many members are on this Board ☐

d Term of office for Library Board members ☐

e Give title(s) of any ex-officio Board members ______________________
____
____

f If responsible to local government, give title of official to whom librarian reports ______________________
____

g If not responsible to Library Board or local government, to whom is librarian responsible ______________________
____

3 a 1965 Census estimate for the location of your library (town, city, county, etc.)* ☐

Name source of estimate ______________________
____

Circle whether estimate for town, city, or county

b 1965 population (est.) of area receiving "theoretical" service. (See Instruction No. 6)* ☐

* If 3b is less than 3a, explain reason for difference on #4, p. 12

3 c 1965 population (est.) of area receiving "actual" service. (See Instruction No. 6) ☐

4 Check those residents legally entitled to free library service

City ☐ City-County ☐
Town ☐ Regional ☐
County ☐ Other (specify) ☐

5

Give estimate or actual count			
Number of resident borrowers 6/30/66			
Number of new resident borrowers F.Y. 1965/66			
Number of non-resident borrowers 6/30/66			
Number of new non-resident borrowers F.Y. 1965/66			

6 a Is a fee charged for resident borrowers yes ☐ no ☐

If yes, what is the amount of this fee $__________per__________

b Is a fee charged for non-resident borrowers yes ☐ no ☐

If yes, what is the amount of this fee $__________per__________

c Is unrestricted, free borrowing by any of the following non-residents permitted

Non-resident taxpayers yes ☐ no ☐
Non-residents exployed in actual service area yes ☐ no ☐
Students yes ☐ no ☐
Other (Specify) yes ☐ no ☐

PART I ORGANIZATION AND SERVICE (Continued)

A 7 Schedule of Service
Main Library

Hours Open	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total
For Circulation								
For Study Only								

8 a Who owns the (main) library building ________

b If not publicly owned, what is the annual rental charge if any $

c Does library occupy entire building yes ☐ no ☐

d Year main library was erected

e Year of last major improvement or addition to building if any

f Square feet of floor space in main library

g Seating capacity for readers in all public areas

h How many volumes can be shelved in (main) library public areas

i What is the total shelf capacity of the library

j Check if there is a separate room or area for
- Children ☐
- Reference ☐
- Public meeting room(s) ☐

k Are any plans under way for new or expanded library quarters* yes ☐ no ☐

l Are any restrictions placed upon property or building concerning continued use and disposal* yes ☐ no ☐

*If answer to 8k & l is YES, use No. 6, PART IX, p. 13, to explain

9 a Number of classroom collections owned by public libraries in schools (Refer to Instruction No. 10)

b Number of deposit stations (See Instruction No. 9)

c If library serves as systems headquarters, give number of cooperating libraries

d Number of affiliated libraries (omit schools) which receive deposits of books and other services

e How many of these have separate Board and/or income

CIRCULATION AND SERVICES

B 1

F.Y. 1965/66 CIRCULATION	Adult	Juv.	Total
Fiction			
Non-Fiction			
Music (specify) ________			
Pictures			
Maps			
Phonograph Records and Tapes			
Other (specify) ________			
________			
Total			

PART I ORGANIZATION AND SERVICE (Continued)

B 2 a What was total circulation in Fiscal Years

1965/66 ☐

1960/61 ☐

b What circulation (check out) system is used. Name or briefly describe ____________

c What is the loan period for majority of books ☐ days

d What overdue charge do you make for the major portion of your book collection ☐

3 a Number of photocopies supplied ☐

b Number of reference transactions (during F.Y. 1965/66) ☐

4 a TECHNICAL SERVICES

Does library purchase catalog cards yes ☐ no ☐

If yes, give number and source(s) you purchase cards from ____________

b Does library purchase pre-cataloged books yes ☐ no ☐

If yes, how many in F.Y. 1965/66 ☐

From whom purchased ____________

c Check the ways in which all or most books are entered in your public catalog

Author ☐ Title ☐

Subject ☐ Shelf List ☐

d What classification system is used in public card catalog

Dewey Decimal ☐

Library of Congress ☐

Other (specify) ☐

____

e Does library rent books from a book rental agency yes ☐ no ☐

Total books rented in F.Y. 1965/66 ☐

Total cost for rentals F.Y. 1965/66 ☐

5 a INTERLIBRARY LOAN

Number of items borrowed or loaned to other libraries (omit county, system or regional transactions). If no statistics are kept, please estimate for F.Y. 1965/66

No. of Items Borrowed ☐

No. of Items Loaned ☐

b Are standard ALA Interlibrary Loan Forms used yes ☐ no ☐

5 c From which libraries do you borrow most frequently on interlibrary loans

1 ____________
2 ____________
3 ____________
4 ____________
5 ____________

d To which libraries do you lend most frequently on interlibrary loans

1 ____________
2 ____________
3 ____________
4 ____________
5 ____________

6 Check if library services provided to

Hospitals ☐ Shut-ins ☐

Jail or prisons ☐ Other (Specify) ☐

____

7 a SCHOOL SERVICES

Check if library provides any of the following services

Service	Elem	Jr.Hi.	Sr.Hi.	Col.
Special teacher loans				
Bookmobile stops at school				
Reserve shelf for students at public library				
Consultation with schools on book selection				
Other (Specify)				

b Estimate number of books provided in each category to schools in F.Y. 1965/66

	Elem	Secondary	Total
Classroom Collections			
Deposits to School Libraries			
Other (specify)			

PART II INTERLIBRARY COOPERATION

A 1 a List names of cooperating agencies and check cooperative services

Cooperative Services Conducted	Cooperating Agencies	Given	Received	Not Applicable
1. Centralized purchasing				
2. Centralized cataloging				
3. Centralized processing				
4. Revolving book collection				
5. Shared personnel				
6. Bookmobile service				
7. Film circuit				
8. Reference service				
9. Bibliographic center service (ex: Denver Bib. Center)				
10. Extended borrower's privileges				
11. Mutual book return service				
12. Other (s[illegible]fy)				

b Check any of the following if library is involved in the listed cooperative services

Service	Cooperating Agencies	Given(check)	Received
1. Audio-Visual equipment			
2. Book selection service			
3. Central storage of little used materials			
4. Consultant services			
5. In-service training			
6. Poster and display service			
7. Public relations and publicity service			
8. Delivery service			
9. Book return privileges to any library in system			
10. Uniform borrowers card			
11. Union catalog (If yes, describe)			

2 a Check the following items owned by the library. If available for public use check with letter "P"

Film projector ☐
Opaque projector ☐
Slide projector ☐
Strip film proj. ☐

Phonograph ☐
Tape recorder ☐
Microcard reader ☐

Microfilm reader ☐
Mimeograph, Ditto, etc. ☐
Offset press ☐

Copy machine (Xerox, Thermofax, Docustat, etc.) ☐
Typewriter ☐

PART III BOOK COLLECTION

			Volumes[1]	Adult Non-Fiction	Adult Fiction	Total	Total Adult	Juvenile	Total	Grand Total
A	1	a	Total volumes 6/30/65							
		b	Volumes added F.Y. 1965/66[2]							
		c	New titles added F.Y. 1965/66[3]							
		d	Volumes withdrawn F.Y. 1965/66							
		e	Total volumes 6/30/66							
		f	Number of titles 6/30/66[4]							

2 Dewey Decimal Classification

How many non-fiction volumes did the library have in the following categories as of 6/30/66. Include only cataloged books

Dewey Decimal Classification	Number of Volumes on 6/30/66
000 General Works	
100 Philosophy	
200 Religion	
300 Social Sciences	
400 Philology	
500 Pure Science (Natural)	
600 Applied Sciences	
700 Fine Arts	
800 Literature	
900 History	
920 or B (Biography)	
Reference (when cataloged separately)	

3 Number of volumes added and withdrawn during each of last five fiscal years

Year	Purchased	Gift	Volumes Added	Volumes Withdrawn	Net Gain or Loss
F.Y. 1965/66					
F.Y. 1964/65					
F.Y. 1963/64					
F.Y. 1962/63					
F.Y. 1961/62					

4 Does library have a written book selection policy yes ☐ no ☐

If yes, please attach

---

[1] A volume is a physical unit of any printed, typewritten, handwritten, mimeographed or processed work contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or made ready for use.

[2] A volume is considered added when it is recorded in the public catalog and made available for public use.

[3] A title is a printed publication which is a separate whole, whether issued in one or several volumes. Do not count duplicate titles added.

[4] If number of titles is not known, a satisfactory estimate can be determined by measuring the shelf list. One inch of cards equals approximately 100 titles.

PART III BOOK COLLECTION (Continued)

B 1 Which of the following selection tools are regularly used in selecting books

- ALA BOOKLIST ☐
- BOOK BUYERS GUIDE ☐
- BOOK PUBLISHERS RECORD ☐
- CHOICE ☐
- HORNBOOK ☐
- KIRKUS ☐
- LIBRARY JOURNAL ☐
- NEW YORK TIMES ☐
- PUBLISHERS' CATALOGS ☐
- PUBLISHERS' WEEKLY ☐
- SATURDAY REVIEW ☐
- STANDARD CATALOG SERIES ☐
- OTHER (Specify) ☐ ____________

____

____

2 Check the following indexes to which the library currently subscribes

- ABRIDGED READERS' GUIDE ☐
- BIOGRAPHY INDEX ☐
- BIOLOGICAL AND AGRICULTURAL INDEX ☐
- BOOKS IN PRINT ☐
- BOOK REVIEW DIGEST ☐
- CUMULATIVE BOOK INDEX ☐
- CURRENT BIOGRAPHY ☐
- EDUCATION INDEX ☐
- ESSAY AND GENERAL LITERATURE INDEX ☐
- FACTS ON FILE ☐
- INTERNATIONAL INDEX ☐
- NEW YORK TIMES INDEX ☐
- PUBLIC AFFAIRS INFORMATION ☐
- READERS' GUIDE TO PERIODICAL LITERATURE ☐
- SUBJECT GUIDE TO BOOKS IN PRINT ☐
- U.S. GOVERNMENT PUBLICATIONS MONTHLY CATALOG ☐
- VERTICAL FILE SERVICE ☐
- OTHER (specify) ____________ ☐

____

____

3 a Does the library systematically build and preserve a local history collection

yes ☐ no ☐

If yes, how many volumes are in the collection ☐

b Does the library endeavor to systematically build and preserve any other distinct collections yes ☐ no ☐

If yes, indicate nature of collection(s) and size ______________________________

____

PART IV NON-BOOK MATERIALS

A 1 Serials

	Exclude free publications, exclude duplicates. (Attach a list if possible.)	Number of Titles Currently Received	Number of Bound Titles	Number of Microreductions (Microfilms, etc.)
a	Periodicals (excluding newspapers and other serials)			
b	Newspapers			
c	Other (specify)			
d	Totals			

2 Number of current periodical titles bound during F.Y. 1965/66 ☐

3
1 Number of periodical titles kept up to one year ____
2 Number of periodical titles kept up to and including five years ____
3 Number of periodical titles kept over five years but not indefinitely ____
4 Number of titles kept indefinitely ____

PART IV NON-BOOK MATERIALS (Continued)

B 1

Other Non-Book Materials

Type of Material	Total on 7/1/65	Number Added	Number Withdrawn	Total on 6/30/66
Audio-Visual Materials	▨	▨	▨	▨
Films				
Filmstrips				
Slides				
Recordings (discs, tapes, etc.)				
Other (specify)				
____________				
Material for the Blind	▨	▨	▨	▨
Talking Books (discs, tapes)				
Braille Materials				
Other (specify)				
____________				
Other Itemized Non-Book Materials	▨	▨	▨	▨
Pamphlets				
Manuscripts				
Sheet Music				
Maps				
Pictures, Photographs				
Framed Pictures				
Microreductions (omit periodicals)				
Other (specify)				
____________				
____________				
____________				

PART V PERSONNEL

A Staff and Salaries (Current)

1 Filled and Vacant Positions (exclude maintenance)

	(Use separate sheet if needed)	Professional Library	Professional Other	Non-Professional
a	Number of full-time positions filled			
b	Number of part-time positions filled (in full-time equivalents, F.T.E.)[1]			
c	Total number on library staff (in full-time equivalents, F.T.E.)[1]			
d	Current number of vacant positions			

[1] For definition of F.T.E. see footnote No. 3, pg. 8

Annual Full-Time[1] Staff Salaries (Current)

1

POSITION[2] (specify)	Under $4,000	$4,000 4,999	$5,000 5,999	$6,000 6,999	$7,000 7,999	$8,000 8,999	$9,000 9,999	$10,000 10,999	$11,000 11,999	$12,000 12,999	$13,000 13,999	$14,000 or over
Director or Head Librarian												
Assistant Director												
Division Head												
Department Head												
Branch Head												
Other												
Note Vacant Positions in Appropriate Categories												

Part-Time Staff	Filled	Vacant
Number of all Part-Time Staff in F.T.E.[3]		

2 What is the beginning salary the library offers for its lowest full-time professional staff position $

3 How many library school graduates holding a fifth year degree in librarianship are on the staff

4 Length of vacation for beginning professionals

5 List any paid fringe benefits (insurance, retirement, etc.) for staff members or enclose any published materials used for recruitment purposes

---

[1] A full-time position is one that requires the employee to work at least 35 hours per week or the total work week of the library, whichever is greater. Indicate if salary is for less than 12 months.

[2] Professional librarians should be interpreted as those with a fifth year degree in library science. Specify professional by placing "P" after job title.

[3] To determine staff positions by full-time equivalents (F.T.E.), add the total number of hours worked per week by all part-time paid personnel and divide by the number of hours in your full-time work week. EXAMPLE: 4 employees each worked 20 hours per week for a total of 80 hours. Eighty hours divided by 40 hours (or the number of hours in your full-time work week) equals 2 full-time equivalents (F.T.E.).

ENCLOSE A SALARY SCHEDULE IF YOU HAVE ONE AVAILABLE

PUBLIC LIBRARIES QUESTIONNAIRE

PART VI INCOME AND EXPENDITURES

A			INCOME BY SOURCE F.Y. 1965/66		
	1	a	Income from town ☐ city ☐ county ☐ (check)	Total	$
			Direct property or other tax levy (specify)		
			Appropriation of local tax funds		
			Tax funds for contractual services		
		b	Income from school districts	Total	
			Direct school district levy		
			School district funds for contractual services		
		c	Other income from rent, interest, or from investments and endowments		
		d	Financial gifts/donations for operating budget	Total	
			United fund		
			Friends of the library		
			Civic groups		
			Association membership dues		
			Individual cash gifts/donations		
			Other (specify)		
		e	Petty cash income	Total	
			Overdue charges, rental book collection, etc.		
			Copier charges, sale of books, etc., and materials		
			Other (specify)		
		f	Miscellaneous income	Total	
			Interest on deposits		
			Refunds		
			Other (specify)		
		g	Other sources of income (specify)		
		h	Total receipts 6/30/66		
B			EXPENDITURES (Please attach a copy of current budget if available)		
	1		Operating Expenditures		
		a	Wages for professional personnel (see footnote 2 p 8)		
		b	For non-professional personnel		
		c	For a. Books	a	▨
			b. Periodicals	b	▨
			c. Audio-visual materials	c	▨
			d. Other non-book materials	d	▨
			e. Binding	e	▨
			SUB-TOTAL		
		d	For maintenance (including building and/or janitorial services)		
		e	Utilities		
		f	For fixed charges (rent, insurance, etc.)		
		g	For supplies and miscellaneous expenses		
		h	Other expenditures		
		i	For total operating expenses		
	2		Capital Expenditures		
		a	Building		
		b	Equipment		
		c	Other (specify)		
				TOTAL	

Branches

Branch refers to a unit maintained and staffed by the Library. Do not list "Stations" here: stations being collections of books deposited in locations not managed by the Library, and handled by a person not a regular member of the Library staff. Do not list libraries here with separate Boards of Library Directors which may be part of a county system; such libraries will receive a complete questionnaire directly from the Survey Headquarters.

Branch Name or Number	Total No. of Staff[1]	Does Staff Include:[2]		No. Hours Open Per Week	No. Days Open Per Year	Total Seating Capacity	Total Branch Collection F.Y. 1965/66	Total Branch Circulation F.Y. 1965/66
		Children's Librarian	Teen-ager's Librarian					

[1] In full-time equivalents (see footnote 3, p. 8).

[2] Answer yes or no. Children's librarian and Teen-ager's librarian refer to staff member who devotes at least 75% of the time to one of these services. If one staff member handles both Children and Teen-agers, and devoted at least 75% of time to these services combined, write "yes" across the two columns.

Bookmobiles

(Make an entry for each bookmobile. "Bookmobile" refers to a vehicle that brings service directly to readers, either in communities or schools. It includes any mobile unit, such as a truck or trailer adapted to book service, if service is given directly to readers. Do not list bookmobiles or other vehicles used exclusively to transport books to branches, schools, stations, etc.)

Bookmobile	Year Purchased	Length Bumper to Bumper	Feet of Shelving Space	No. of Staff with Bookmobile on the Road	Kind of Stop (see note below)	No. of Stops	Average Length of Stop (in mins.)	Interval Between Visits (days, wks., mths., etc.)	Annual Circulation[1]			
									Adult			
									Fiction	Non-Fiction	Juvenile	Total
					School Stop[2]							
					Community Stop							
					School Stop							
					Community Stop							
					School Stop							
					Community Stop							
					School Stop							
					Community Stop							

[1] Does the circulation count for bookmobiles include figures for:

circulation from classroom collections to individual students yes ☐ no ☐
circulation from stations to individual readers yes ☐ no ☐

[2] Enter here stops devoted exclusively to children in school: if stops at a school are also intended for general community service, enter under Community Stop. If circulation is not kept separately for school and community stops, enter all circulation under Community Stop.

PART IX SUPPLEMENTARY (Use additional sheets if necessary)

A 1 Is an annual report, including a statistical report prepared by the library? (If yes, include a copy of the latest report.) yes ☐ no ☐

2 Has there been a recent study or special survey made of the library? (If yes, enclose a copy if available.) yes ☐ no ☐

3 Describe any special services that the library offers (i.e., story hours, film programs, regular book reviews, discussion, etc.)

4 State any unusual developments in your library services in the past year

PART IX SUPPLEMENTARY (Continued) (Use additional sheets if necessary)

5 What are your comments about library service and opportunities? What do you think would best help to improve Arizona Library Service in general and your library in particular

6 Make any additional comments you wish concerning present and/or anticipated building plans, plans for new service, or anything you feel pertinent

SIGNATURE ____________________

TITLE OF PERSON REPORTING ____________________

PHONE ____________________

DATE ____________________

Return in the enclosed
self-addressed envelope to

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Phone: 966-3761 or 966-3538

ARIZONA PUBLIC LIBRARIES QUESTIONNAIRE

This Questionnaire was developed to survey the resources of the various public libraries in Arizona. The Survey is being conducted by the Bureau of Educational Research and Services under contract with the Arizona Department of Library and Archives.

It was prepared with the assistance of the Arizona Library Survey Advisory Committee and individual public librarians. Your cooperation in completing this Questionnaire and returning it to the above address by December 10 will be appreciated. (Two copies are enclosed. One is for your files.) Contact the Bureau in the event you encounter difficulty in completing this Questionnaire.

INSTRUCTIONS

1. Not every question will apply to every library situation. The Questionnaire was designed to apply to many types of public libraries. If any item does not apply, enter "N.A." (not applicable) in the appropriate space. If necessary, estimate as accurately as possible.

2. Use additional sheets whenever necessary. Please refer to identifying item number when doing so.

3. Please indicate any special exceptions on the Questionnaire if required. Otherwise indicate exceptions on a separate sheet, noting the item number for reference.

4. The abbreviation F.Y. means Fiscal Year. For the purposes of the statistical tabulation of this Questionnaire, the fiscal year begins on July 1, 1965 and ends on June 30, 1966. All figures reported, unless otherwise indicated, should be as of June 30, 1966.

5. Population areas: "Theoretical" is defined in this case as meaning population that has access to and/or those who are normally entitled to free service and access to all library facilities. (Example: A city or town library which will serve any county resident on a fee basis or otherwise.) "Actual" service means the population of the area governed or located in the area from which your primary financial support is received. A city or town is an incorporated area of under 2,500 people.

6. A deposit station is considered a public library agency in a store, ranch, club or other organization with a small collection of books and not staffed by permanent library personnel.

7. A classroom collection is a semipermanent or temporary collection deposited in a schoolroom.

ALL DATA WILL BE TREATED OBJECTIVELY AND IMPERSONALLY IN THE FINAL REPORT

PUBLIC LIBRARIES QUESTIONNAIRE

PART I LIBRARY ORGANIZATION AND SERVICES

A 1 Name, address of library

County

Name of Head Librarian

2 a Head Librarian is directly responsible to

Library Board ☐

Local government ☐

b Library Board is appointed by (specify) ____________________

c If library has a Library Board, how many members are on this Board ☐

d Term of office for Library Board members ☐

e Give title(s) of any ex-officio Board members ____________________

f If responsible to local government, give title of official to whom librarian reports ____________________

g If not responsible to Library Board or local government, to whom is librarian responsible ____________________

3 a 1965 Census estimate for the location of your library (town, city, county, etc.)* ☐

Name source of estimate ____________________

Circle whether estimate for town, city, or county

b 1965 population (est.) of area receiving "theoretical" service. (See Instruction No. 5)* ☐

* If 3b is less than 3a, explain reason for difference on #4, p. 9

3 c 1965 population (est.) of area receiving "actual" service. (See Instruction No. 5) ☐

4 Check those residents legally entitled to free library service

City ☐ City-County ☐

Town ☐ Regional ☐

County ☐ Other (specify) ☐

5

Give estimate or actual count	Adult	Juv.	Total
Number of resident borrowers 6/30/66			
Number of new resident borrowers F.Y. 1965/66			
Number of non-resident borrowers 6/30/66			
Number of new non-resident borrowers F.Y. 1965/66			

6 a Is a fee charged for resident borrowers yes ☐ no ☐

If yes, what is the amount of this fee $__________ per__________

b Is a fee charged for non-resident borrowers yes ☐ no ☐

If yes, what is the amount of this fee $__________ per__________

c Is unrestricted, free borrowing by any of the following non-residents permitted

Non-resident taxpayers	yes ☐	no ☐
Non-residents employed in actual service area	yes ☐	no ☐
Students	yes ☐	no ☐
Other	yes ☐	no ☐

PART I ORGANIZATION AND SERVICE (Continued)

A 7 Schedule of Service
Main Library

Hours Open	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total
For Circulation								
For Study Only								

8 a Who owns the (main) library building ______

b If not publicly owned, what is the annual rental charge if any $ ______

c Does library occupy entire building yes☐ no☐

d Year main library was erected ______

e Year of last major improvement or addition to building if any ______

f Square feet of floor space in main library ______

g Seating capacity for readers in all public areas ______

h How many volumes can be shelved in (main) library public areas ______

i What is the total shelf capacity of the library ______

j Check if there is a separate room or area for
Children ☐
Reference ☐
Public meeting room(s) ☐

k Are any plans under way for new or expanded library quarters* yes☐ no☐

l Are any restrictions placed upon property or building concerning continued use and disposal* yes☐ no☐

*If answer to 8k & l is YES, use No. 6, PART VII, p. 13, to explain

9 a Number of branches, if any, owned or operated by library ______

b Number of public library classroom collections in schools ______

c Number of deposit stations (see Instruction No. 6) ______

CIRCULATION AND SERVICES

B 1

F.Y. 1965/66 CIRCULATION	Adult	Juv.	Total
Fiction			
Non-Fiction			
Music (specify) ______			
Pictures			
Maps			
Phonograph Records and Tapes			
Other (specify) ______			
Total			

2 a What is the loan period for majority of books ______ days

b What was total circulation in 1965/66 ______ in 1960/61 ______

c What overdue charge do you make for the major portion of your book collection ______

d What circulation (check out) system do you use. Name or briefly describe ______

B 3 a **TECHNICAL SERVICES**

Does library purchase catalog cards

yes ☐ no ☐

If yes, give number and source(s) you purchase cards from __________

b Does library purchase pre-cataloged books yes ☐ no ☐

If yes, how many in F.Y. 1965/66 ☐

From whom purchased __________

c Check the ways in which all or most books are entered in your public catalog

Author ☐ Title ☐

Subject ☐ Shelf List ☐

d What classification system is used in your public card catalog

Dewey Decimal ☐

Library of Congress ☐

Other (specify) ☐

____

e Does library rent books from a book rental agency

yes ☐ no ☐

Total books in F.Y. 1965/66 ☐

Total cost for F.Y. 1965/66 ☐

4 a **INTERLIBRARY LOAN**

Number of items borrowed or loaned to other libraries (omit county, system or regional transactions). If no statistics are kept, please estimate for F.Y. 1965/66

No. of Items Borrowed ☐

No. of Items Loaned ☐

b Are standard ALA Interlibrary Loan Forms used

yes ☐ no ☐

c Number of reference transactions in F.Y. 1965/66

☐

4 d From which libraries do you borrow most frequently on interlibrary loans

1 __________
2 __________
3 __________
4 __________
5 __________

e To which libraries do you lend most frequently on interlibrary loans

1 __________
2 __________
3 __________
4 __________
5 __________

5 Check if library services provided to

Hospitals ☐ Shut-ins ☐

Jail or Prisons ☐ Other (specify) ☐ __________

6 a **SCHOOL SERVICES**

Check if library provides any of the following services

Service	Elem	Jr. Hi.	Sr. Hi.	Col.
Special teacher loans				
Reserve shelf for students at public library				
Consultation with schools on book selection				
Other (specify)				

b Estimate number of books provided in each category to schools in F.Y. 1965/66

	Elem	Secondary	Total
Classroom Collections			
Deposits to School Libraries			
Other (specify)			

PART II INTERLIBRARY COOPERATION

A 1 a List names of cooperating agencies and check cooperative services

Cooperative Services Conducted	Cooperating Agencies	Given	Received	Not Applicable
1. Centralized purchasing				
2. Centralized cataloging				
3. Centralized processing				
4. Revolving book collection				
5. Shared personnel				
6. Bookmobile service				
7. Film circuit				
8. Reference service				
9. Bibliographic center service (ex: Denver Bib. Center)				
10. Extended borrower's privileges				
11. Mutual book return service				
12. Other (specify)				

b Check any of the following if library is involved in the listed cooperative services

Service	Cooperating Agencies	Given(check)	Received
1. Audio-Visual equipment			
2. Book selection service			
3. Central storage of little used materials			
4. Consultant services			
5. In-service training			
6. Poster and display service			
7. Public relations and publicity service			
8. Delivery service			
9. Book return privileges to any library in system			
10. Uniform borrowers card			
11. Union catalog (If yes, describe)			

2 a Check the following items owned by the library. If available for public use check with letter "P"

Film projector ☐
Opaque projector ☐
Slide projector ☐
Strip film proj. ☐
Phonograph ☐
Tape recorder ☐
Microcard reader ☐
Microfilm reader ☐
Mimeograph, Ditto, etc. ☐
Offset press ☐
Copy machine (Xerox, Thermo-fax, Docustat, etc.) ☐
Typewriter ☐

PART III BOOK COLLECTION

			Volumes[1]	Adult Non-Fiction	Adult Fiction	Total	Total Adult	Juvenile	Total	Grand Total
A	1	a	Total volumes 6/30/65							
		b	Volumes added F.Y. 1965/66[2]							
		c	New titles added F.Y. 1965/66[3]							
		d	Volumes withdrawn F.Y. 1965/66							
		e	Total volumes 6/30/66							
		f	Number of titles 6/30/66[4]							

2 Dewey Decimal Classification

How many non-fiction volumes did the library have in the following categories as of 6/30/66. Include only cataloged books

Dewey Decimal Classification	Number of Volumes on 6/30/66
000 General Works	
100 Philosophy	
200 Religion	
300 Social Sciences	
400 Philology	
500 Pure Science (Natural)	
600 Applied Sciences	
700 Fine Arts	
800 Literature	
900 History	
920 or B (Biography)	
Reference (when cataloged separately)	

3 Number of volumes added and withdrawn during each of last five fiscal years

Year	Purchased	Gift	Volumes Added	Volumes Withdrawn	Net Gain or Loss
F.Y. 1965/66					
F.Y. 1964/65					
F.Y. 1963/64					
F.Y. 1962/63					
F.Y. 1961/62					

4 Does library have a written book selection policy yes ☐ no ☐

If yes, please attach

---

[1] A volume is a physical unit of any printed, typewritten, handwritten, mimeographed or processed work contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, and/or made ready for use.

[2] A volume is considered added when it is recorded in the public catalog and made available for public use.

[3] A title is a printed publication which is a separate whole, whether issued in one or several volumes. Do not count duplicate titles added.

[4] If number of titles is not known, a satisfactory estimate can be determined by measuring the shelf list. One inch of cards equals approximately 100 titles.

PART III BOOK COLLECTION (Continued)

B 1 Which of the following selection tools are regularly used in selecting books

ALA BOOKLIST ☐
BOOK BUYERS GUIDE ☐
BOOK PUBLISHERS RECORD ☐
CHOICE ☐

HORNBOOK ☐
KIRKUS ☐
LIBRARY JOURNAL ☐
OTHER (specify) ☐ ________________

NEW YORK TIMES ☐
PUBLISHERS' CATALOGS ☐
PUBLISHERS' WEEKLY ☐

SATURDAY REVIEW ☐
STANDARD CATALOG SERIES ☐

2 a Does the library systematically build and preserve a local history collection

yes ☐ no ☐

If yes, how many volumes are in the collection ☐

b Does the library endeavor to systematically build and preserve any other distinct collections

yes ☐ no ☐

If yes, please indicate nature of collection(s) and size ☐

____

PART IV NON-BOOK MATERIALS

Serials

A 1 Periodicals, Magazines, Newspapers, etc.

	Exclude free publications, exclude duplicates. (Attach a list if possible)	Number of Titles Currently Received	Number of Bound Titles	Number of Microreductions (Microfilms, etc.)
a	Periodicals (excluding newspapers and other serials)			
b	Newspapers			
c	Other (specify)			
d	Totals			

PART IV NON-BOOK MATERIALS (Continued)

B 1 Other Non-Book Materials

Type of Material	Number Added F.Y. 65/66	Total on 6/30/66	Type of Material	Number Added F.Y. 65/66	Total on 6/30/66
Audio-Visual Materials	▨	▨	Other Itemized Non-Book Materials	▨	▨
Films			Pamphlets		
Filmstrips			Manuscripts		
Slides			Sheet Music		
Recordings (discs, tapes, etc.)			Maps		
Other (specify)			Pictures, Photographs		
____________			Framed Pictures		
____________			Micro-reductions		
Material for the Blind	▨	▨	Other (specify)		
Talking Books (discs, tapes)			____________		
Braille Materials			____________		
Other (specify)			____________		
____________					
____________					

PART V PERSONNEL

A Staff and Salaries (Current)

1 Filled and Vacant Positions (exclude maintenance)

	(Use separate sheet if needed)	Professional	Total Hours Worked	Non-Professional	Total Hours Worked
a	Number of authorized full-time positions filled				
b	Number of authorized part-time positions filled				
c	Total number on library staff				
d	Number of vacant positions				

2 Salary of Head Librarian if any ☐

Salary for other employees

	Salary
Title ____________	
Title ____________	
Title ____________	

PUBLIC LIBRARIES QUESTIONNAIRE

PART VI INCOME AND EXPENDITURES

A			INCOME BY SOURCE F.Y. 1965/66		
	1	a	Income from town ☐ city ☐ county ☐ (check)	Total	$
			Direct property or other tax levy (specify)		
			Appropriation of local tax funds		
			Tax funds for contractual services		
		b	Income from school districts	Total	
			Direct school district levy		
			School district funds for contractual services		
		c	Other income from rent, interest, or from investments and endowments		
		d	Financial gifts/donations for operating budget	Total	
			United fund		
			Friends of the library		
			Civic groups		
			Association membership dues		
			Individual cash gifts/donations		
			Other (specify)		
		e	Petty cash income	Total	
			Overdue charges, rental book collection, etc.		
			Copier charges, sale of books, etc., and materials		
			Other (specify)		
		f	Miscellaneous income	Total	
			Interest on deposits		
			Refunds		
			Other (specify)		
		g	Other sources of income (specify)		
		h	Total receipts 6/30/66		
B			EXPENDITURES (Please attach a copy of current budget if available)		
	1		Operating Expenditures		
		a	Wages for professional personnel (see footnote 2 p 8)		
		b	For non-professional personnel		
		c	For a. Books	a	▨
			b. Periodicals	b	▨
			c. Audio-visual materials	c	▨
			d. Other non-book materials	d	▨
			e. Binding	e	▨
			SUB-TOTAL		
		d	For maintenance (including building and/or janitorial services)		
		e	Utilities		
		f	For fixed charges (rent, insurance, etc.)		
		g	For supplies and miscellaneous expenses		
		h	Other expenditures		
		i	For total operating expenses		
	2		Capital Expenditures		
		a	Building		
		b	Equipment		
		c	Other (specify)		
			TOTAL		

PART VII SUPPLEMENTARY (Use additional sheets if necessary)

A	1	Is an annual report, including a statistical report prepared by the library? (If yes, include a copy of the latest report.)	yes☐ no☐
	2	Has there been a recent study or special survey made of the library? (If yes, please enclose a copy if available.)	yes☐ no☐
	3	Describe any special services that the library offers (i.e., story hours, film programs, regular book reviews, discussion, etc.)	
	4	State any unusual development in your library services in the past year	

PART VII SUPPLEMENTARY (Continued) (Use additional sheets if necessary)

5 What are your comments about library service and opportunities? What do you think would best help to improve Arizona Library Service in general and your library in particular

6 Make any additional comments you wish concerning present and/or anticipated plans, plans for new service, or anything you feel pertinent

SIGNATURE: ____________________

TITLE OF PERSON REPORTING: ____________________

PHONE: ____________________

DATE: ____________________

Appendix E

SCHOOL LIBRARIES COVER LETTERS AND QUESTIONNAIRES

ARIZONA STATE
UNIVERSITY TEMPE, ARIZONA

COLLEGE OF EDUCATION

December 29, 1966

Dear Principal and School Librarian:

From earlier publicity, including articles in the ROADRUNNER published by the Library Extension Division of the Department of Library and Archives, THE ARIZONA LIBRARIAN (Summer, 1966, p. 14), as well as the discussion concerning it at the State meeting of librarians last April, you are well aware of the ARIZONA LIBRARY SURVEY that is under way. As you may recall, the SURVEY is being conducted by the Bureau of Educational Research and Services at Arizona State University under contract with the Library Extension Division of the Department of Library and Archives using Library Services and Construction Act funds.

School libraries, frequently representing the first contact children have with library service, represent one of the basic areas for study.

With the approval and assistance of Miss Nina J. Mahaffey, State Library Consultant, and with the cooperation of several school librarians we have developed the attached questionnaire to gather data concerning Arizona school libraries. The information will be used with data from the public and special libraries, and college and university libraries to formulate a long-range, comprehensive library program for the State, which is the ultimate object of the Survey referred to in the first paragraph.

In try-outs of the questionnaire with several school librarians we have found that it can be completed in about thirty minutes. We are sure that you are willing to invest this much time in an effort to improve library service in the State.

All data furnished by your library will be treated objectively and impersonally in the final report.

We are fortunate to have the assistance of Mr. M. Glenn Guthrie, Principal of Mesa Junior High School, in the analysis of the data gathered from the approximately 1,000 schools.

While we think we have covered the various questions that you may have in supplying data on the Questionnaire itself, should there by any questions we will be glad to have you direct them to use. Please read the directions on the Questionnaire throughout before starting to complete it. We urge you to complete the Questionnaire as soon as possible. Keep one for your files and return one to us in the enclosed, addressed envelope.

Very truly yours,

THE SURVEY STAFF

Dr. R. Merwin Deever, Director
Bureau of Educational
Research and Services

Dr. Harold E. Moore
Professor of Education
and Coordinator of Survey

Mrs. Grace Thomas Stevenson
Library Consultant

ARIZONA STATE
UNIVERSITY TEMPE, ARIZONA

COLLEGE OF EDUCATION

February 27, 1967

Miss Nell Manuel
Coordinator of Libraries
Alhambra School District
3001 West Hazelwood
Phoenix, Arizona

Dear Miss Manuel:

In addition to information sought from individual schools through our recent "Arizona School Libraries Questionnaire" we should like to ascertain the facts relative to library service and personnel at the district level.

Your cooperation in filling out the attached brief questionnaire will enable us to have a more complete picture of Arizona school libraries, and is vital to our study. Please return the questionnaire promptly in the enclosed envelope. All data will be treated objectively and impersonally in the final report.

Very truly yours,

Harold E. Moore
Professor of Education and
Coordinator of Survey

THE SURVEY STAFF

Dr. Merwin R. Deever, Director
Bureau of Educational
Research and Services

Dr. Harold E. Moore
Professor of Education and
Coordinator of Survey

Mrs. Grace Thomas Stevenson
Library Consultant

HEM:msm

Enclosure

cc Superintendent of district

Return in the enclosed
self-addressed envelope to

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Phone: 966-3761 or 966-3538

ARIZONA SCHOOL LIBRARIES QUESTIONNAIRE

This Questionnaire was developed to survey the resources of the various school libraries in Arizona and is being mailed to every public, private, and parochial school in the State. The Survey is being conducted by the Bureau of Educational Research and Services under contract with the Arizona Department of Library and Archives.

The Questionnaire was prepared with the assistance of the Arizona Library Survey staff and the Consultant for School Libraries of the Arizona State Department of Public Instruction. Your cooperation in completing this Questionnaire and returning it to the above address by January 20 will be appreciated. (Two copies are enclosed. One is for your files.) Contact the Bureau in the event you encounter difficulty in completing the Questionnaire.

INSTRUCTIONS

1. The Questionnaire was designed to apply to many types of school libraries. Not every question will apply to every library situation. If an item does not apply, enter "N.A." (not applicable) in the appropriate space. In the event complete information is not available, estimate as accurately as possible.

2. The Questionnaire proposes to survey library resources in individual schools regardless of the number of schools in a school system.

3. Use additional sheets whenever necessary. Please refer to identifying item number when doing so.

4. Please indicate any special exceptions on the Questionnaire if required. Otherwise indicate exceptions on a separate sheet, noting the item number for reference.

5. The abbreviation F.Y. means Fiscal Year. For the purposes of the statistical tabulation of this Questionnaire, the fiscal year begins on July 1, 1965 and ends on June 30, 1966. All figures reported, unless otherwise indicated, should be as of June 30, 1966.

6. A Central Library is an arrangement of library facilities, materials, and services in one location with its resources accessible to all patrons. An Instructional Materials Center is a central library which encompasses the widest field of reading and reference materials, textbooks, library books, magazines, pamphlets, maps, charts, pictures, and other audio-visual materials and which includes facilities and services to make them usable. A Classroom Collection refers to those library materials, usually books, which are maintained in a classroom and which are not part of a central collection.

7. Study Hall refers to a designated area for study to which students are assigned on a regular basis as part of their school schedule.

8. In A 4d teacher-Librarian refers to a teacher who spends part-time as a librarian.

ALL DATA WILL BE TREATED OBJECTIVELY AND IMPERSONALLY IN THE FINAL REPORT

ARIZONA SCHOOL LIBRARY QUESTIONNAIRE

Check or fill in each answer, entering "N.A." (not applicable) for any item that does not apply to your library. Report all figures as of June 30, 1966 or for the 1965-66 school year unless otherwise indicated.

A 1 Name of School____________________ Public School Dist.____________________

If non-public school check____ private ☐ parochial ☐

Address-Number and Street City County Zip Code

2 a Number of full-time certif. staff as of May, 1966 ☐

b Number of pupils (use official May, 1966 enrollment) ☐

c Circle grades served 1 2 3 4 5 6 7 8 9 10 11 12

3 Check type of library service offered (See Instruction No. 6)

Central library ☐

Instructional materials center ☐

Classroom collection(s) ☐

Other (specify) ☐

4 a NUMBER OF HOURS LIBRARY OPEN

Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Tot

4 b Is library used as a study hall (Instr. No.7) yes ☐ no ☐

c Does Librarian have study hall responsibilities yes ☐ no ☐

d Total number of clock hours PER WEEK that teacher-Librarian is assigned to library services (Instr. No. 8) ☐

e Is library open during summer months
School summer session yes ☐ no ☐
Other times yes ☐ no ☐

5 a Total gross floor space area (sq. ft.) for library services, including any areas noted in No. 6 below ☐

b Normal study seating capacity ☐

c Basis on which library is used

Voluntary only ☐

Scheduled only ☐

Voluntary and scheduled ☐

6 Check the following areas that are considered a part of your library. Indicate exact number of facilities if more than one

Reading Room ☐

Conference Room ☐

Library Work Room ☐

Librarian's Office ☐

Library Classroom ☐

Audio-Visual Room ☐

Carrel ☐

Area for Teacher Preparation of materials ☐

Area for Professional Library ☐

Exhibit and Demonstration Areas ☐

Departmental Libraries ☐

ARIZONA SCHOOL LIBRARY QUESTIONNAIRE

B 1 PERSONNEL

NAME[1]	POSITION	% OF SCH. WEEK SPENT IN LIB. WORK	SALARY 1965-66	IS LIBN. CERTIFIED SCHOOL LIBN.	HOURS CREDIT IN LIB. SCIENCE	MAJOR/ MINOR SUBJECT AREAS	DEGREE(S)[2] AND YEAR(S) GRANTED	COLLEGE(S) OR UNIVERSITY(S)	DATES ATTENDED	LIBRARIAN IS CURRENTLY A MEMBER OF
			$ for___ months	yes ☐ no ☐						ALA ☐ NEA ☐ ASLA ☐ AEA ☐ OTHER______
			$ for___ months							
			$ for___ months							

Note: Thermofax and attach additional sheets if necessary

---

[1] Underline name of person in charge of library

[2] Circle degree status if it is a fifth year degree from an ALA accredited library school

2 SUMMARY

	NUMBER OF PERSONNEL	TOTAL HOURS PER WEEK WORKED IN LIBRARY	GENERAL DUTIES
PROFESSIONAL			
CLERICAL (paid)			
STUDENT (paid)			
STUDENT (unpaid)			

C			COLLECTION (Report for school year 65/66 unless otherwise indicated)	
	1	a	Number of volumes on 6/30/65	
		b	Number of volumes added F.Y. 65/66	
		c	Number of volumes withdrawn F.Y. 65/66	
		d	Total number of volumes on 6/30/66	
	2	a	Number of fiction volumes on 6/30/66	
		b	Number of non-fiction volumes on 6/30/66	
	3	a	Number of volumes added F.Y. 64/65	
		b	Number of volumes withdrawn F.Y. 64/65	
	4	a	Number of current different magazine subscriptions	
		b	Number of current newspaper subscriptions	
	5	a	Is A-V service a function of your library yes ☐ no ☐ If answer is YES complete the following Number of 16 mm films a ☐ Number of phonograph records and tapes b ☐ Number of filmstrips c Number of pamphlets and maps (estimate if necessary) d Other non-book materials (specify)____________________ e TOTAL (a,b,c,d,e)	
		b	Is school a member of Central Arizona Film Cooperative yes ☐ no ☐	
		c	Does school district operate a separate central A-V service yes ☐ no ☐	
	6		Check if school library supplements its resources by borrowing from Public Libraries ☐ College or University Libraries ☐	
D			FINANCIAL	
	1	a	Total annual salaries for certificated library personnel	$
		b	Total annual salaries for non-certificated library personnel	$
	2		Other expenditures for school year 1965/66 (including federal funds)	
			Books a	$
			Binding and rebinding b	$
			Periodicals c	$
			Library supplies d	$
			A-V materials & supplies (not equipment) if purchased or maintained in the library e	$
			Other (specify)__________ f	$
			TOTAL (2a,b,c,d,e,f)	$
	3		Total library expenditures (1a,b,2)	$
	4		Check salary paid certificated school librarian 1966-67 $5000-$5499 ☐ $5500-$5999 ☐ $6000-$6499 ☐ $6500-$6999 ☐ $7000-$7499 ☐ $7500-$7999 ☐ $8000-$8499 ☐ $8500-$8999 ☐ $9000-$9499 ☐ $9500-$9999 ☐ $10,000-$10,499 ☐ $10,500--- ☐	

E SUPPLEMENTARY (Use additional sheets if necessary)

1 State any unusual developments in your library services in the past year

2 What are your comments about school library service and opportunities? What do you think would best help to improve school libraries in general and your library in particular?

3 Make any additional comments you wish concerning present and/or anticipated building plans, changes, improvements, plans for new service, or anything you feel pertinent to your school's library situation

SIGNATURE of person completing questionnaire ______________________

TITLE______________________ DATE______________________

MAILED MARCH 1, 1967

Return in the enclosed
self-addressed envelope to

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Phone: 966-3983 or 966-3761

ARIZONA SCHOOL LIBRARY SURVEY

DISTRICT LEVEL QUESTIONNAIRE

This questionnaire was developed to survey the library resources on the district level in school districts with a library consultant and/or coordinator and was prepared with the assistance of the Arizona Library Sruvey staff and the consultant for school libraries of the Arizona State Department of Public Instruction. Your cooperation in completing this questionnaire and returning it to the above address by March 10 will be appreciated. (Two copies are enclosed. One is for your files). Contact this office (966-3983 or 966-3761) in the event you encounter difficulty in completing the questionnaire.

INSTRUCTIONS

Check or fill in each answer, entering "N.A." (not applicable) for any item that does not apply to your library situation. Report all figures as of June 30, 1966 or for the 1965-66 school year unless otherwise indicated.

1. Name and number of school district____________________

   ____
   (Address) (City) (County) (Zip Code)

2. Number of pupils in district (May, 1966 enrollment)________________

3. Number of individual schools in district________________

4. Number of individual school libraries in district________________

5. Number of individual schools in district which use a certificated librarian on a full-time basis________________

6. Number of individual schools in district which use a certificated librarian on a part-time basis________________

7. Number of individual schools in district which use a teacher as a part-time librarian

   ____

8. Number of individual schools in district which use a non-certificated person as school librarian________________

9. Does your district have a professional person supervising and/or coordinating its district library program? Yes ○ No ○

10. If yes, what is the title of said person?______________________________

11. Check type of library service offered

District library ○
District materials center ○

12. Is district library and/or materials center supervised by the person referred to in 9 and 10? Yes ○ No ○

13. Does this person also have responsibility for supervising district audio-visual programs including equipment and materials? Yes ○ No ○

14. Number of hours district library is open

Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Sat

15. Does district library provide delivery service in the circulation of books and materials?
Yes ○ No ○

16. Check one of the following areas which are part of your district library or materials center.

Conference Room(s) ○
Office (s) ○
Reading Room ○
A-V Storage Space ○
A-V Listening Area ○
A-V Viewing Area ○
Cataloging and Processing Area ○
Professional and Curriculum Library ○
Exhibit and Demonstration Areas ○
Area for Staff Preparation of Materials ○

17. Indicate number of volumes permanently based in the district library or materials center including those maintained for circulation, as of 30 June 1966.________________

18. List expenditures of your district library or materials center for school year 1965-66, including federal funds. (Do not include amounts spent for individual school libraries or classroom collections.)

Books a. $____________________
Binding and rebinding b. $____________________
Periodicals c, $____________________
Library supplies d. $____________________
A-V materials and supplies (for equipment(if purchased or maintained in library e. $____________________
Other f. $____________________
TOTAL g. $____________________

19. Check any of the following services performed at the district level.

- Place orders for individual schools ○
- Receive materials for individual schools ○
- Stamp with ownership stamp of individual schools ○
- Type book cards ○
- Type book pockets ○
- Paste in book pockets ○
- Repair materials ○
- Repair equipment ○
- Assign classification number to materials ○
- Affix call or code letters to materials ○
- Lacquer book spine ○
- Prepare author, title, subject catalog card sets for individual schools ○
- Prepare a single unit card for individual schools ○
- Prepare shelf list cards for individual schools ○
- Prepare cross reference cards ○
- Send printed materials to the bindery ○
- Maintain a master author catalog ○
- Maintain a master title catalog ○
- Maintain a master subject catalog ○
- Maintain a master shelf list ○
- Maintain records of withdrawals ○
- Maintain a professional library catalog ○

20. If a district professional library is maintained, check any of the following which are provided therein.

- Professional books ○
- Professional magazines ○
- Pamphlets ○
- Curriculum guides ○
- Courses of study ○
- Sample textbooks ○
- Supplementary readers and textbooks ○

21. Check any of the following which are available in your district library or materials center for circulation to individual schools.

- Museum objects ○
- Programmed materials ○
- Tape recordings ○
- Maps (wall type) ○
- Globes ○
- Kinescopes ○
- Packets ○
- Pictures ○
- Models ○
- Films ○
- Filmstrips ○
- Microfilms ○
- Library books ○
- Supplemental readers and textbooks ○
- Overhead transparencies ○
- Phone recordings ○
- 35 mm slides ○

22. On the basis of frequency of performance, indicate professional services performed by district librarian. CIRCLE answer chosen. (Reg. = Regularly, Occ. = Occasionally, Rare. = Rarely)

a. Work in close cooperation with other district supervisors to improve the instructional materials program. Reg. Occ. Rare.

b. Interpret library standards and the instructional materials philosophy to professional and civic groups, through talks, displays, etc. Reg. Occ. Rare.

c. Provide statistics, records, and reports. Reg. Occ. Rare.

d. Hold conferences with school librarians in the district. Reg. Occ. Rare.

e. Carry out a scheduled program of inservice training for librarians. Reg. Occ. Rare.

f. Contribute to a scheduled inservice training program for teachers. Reg. Occ. Rare.

g. Conduct demonstrations in the use of instructional materials in the schools. Reg. Occ. Rare.

h. Hold conferences with public and college librarians in the area. Reg. Occ. Rare.

i. Serve as a consultant on library problems for librians and school administrators. Reg. Occ. Rare.

j. Assist in the planning of new school libraries or in the renovation or remodeling of existing facilities. Reg. Occ. Rare.

k. Administer and direct an over-all program of school library services that insures uniformity of practice. Reg. Occ. Rare.

l. Select library materials with help of teachers and other librarians. Reg. Occ. Rare.

m. Prepare bibliographies of available printed materials. Reg. Occ. Rare.

n. Plan and produce special materials such as slides, charts, posters, transparencies, etc. Reg. Occ. Rare.

o. Maintain a community resource file. Reg. Occ. Rare.

p. Administer the district library budget as provided by the board of education. Reg. Occ. Rare.

q. Others

LIBRARY PERSONNEL--DISTRICT LEVEL

NAME[1]	POSITION	% OF SCH. WEEK SPEND IN LIB. WORK	SALARY 1965-66	IS LIBN. CERTIFIED SCHOOL LIBN.	HOURS CREDIT IN LIB. SCIENCE	MAJOR MINOR SUBJECT AREAS	DEGREE (S) AND YEAR(S) GRANTED [2]	COLLEGE(S) OR UNIVERSITY (S)	DATES ATTENDED	LIBRARIAN IS CURRENTLY MEMBER OF
			$ for___ months	yes ○ no ○						ALA ○ NEA ○ ASLA ○ AEA ○ OTHER ___
			$ for___ months							
			$ for___ months							
		Note: Thermofax and attach additional sheets if necessary								

[1] Underline name of person in charge of DISTRICT library services.

[2] Circle degree status if it is a fifth year degree from an ALA accredited library school.

SUMMARY - DISTRICT LEVEL PERSONNEL ONLY

	NUMBER OF PERSONNEL	TOTAL HOURS PER WEEK WORKED IN LIBRARY WORK	GENERAL DUTIES
PROFESSIONAL (Full Time)			
PROFESSIONAL (Part Time)			
CLERICA (Full Time)			
CLERICAL (Part Time)			

SUPPLEMENTARY (Use additional sheets if necessary)

1. State any unusual developments in your library services in the past year.

2. What are your comments about school library service and opportunities? What do you think would best help to improve school libraries in general and your district in particular.

3. Make any additional comments you wish concerning present and/or anticipated building plans, changes, improvements, plans for new service, or anything you feel pertinent to your district situation.

4. Briefly describe any progress your district has made in centralized acquisition and processing, including automation in any library processes.

SIGNATURE OF PERSON COMPLETING THE QUESTIONNAIRE______________________________

TITLE______________________________ DATE______________________

Appendix F

SPECIAL LIBRARIES COVERING LETTER AND QUESTIONNAIRE

ARIZONA STATE
UNIVERSITY TEMPE, ARIZONA

COLLEGE OF EDUCATION

August 22, 1966

Dear Special Librarian:

We have all talked in agreement on the value of an Arizona Library Survey. Soon we will be able to demonstrate our convictions.

The Special Libraries of Arizona have been selected as the first group to be surveyed. We will receive our Arizona Library Survey Questionnaire sometime in late August or early September. The Questionnaire is designed specifically for Special Libraries; however, because of the uniqueness of each library there may be some items that will not be applicable to each particular library situation. Thus, we are expected to answer only that which applies. This is explained in the instructions to the Questionnaire.

Because several mailing lists are being utilized, the Questionnaire may be sent to your home address rather than to your library.

Our cooperation in answering the Questionnaire as completely and promptly as possible is needed. Let's get the Survey off to a good start!

Yours truly,

Pat Morrissey, Chairman
Special Libraries Division
Arizona State Library Association

Return in the enclosed
self-addressed envelope to

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

ARIZONA SPECIAL LIBRARIES QUESTIONNAIRE

August, 1966

This Questionnaire was developed to survey the resources of the various special libraries in Arizona.

It was prepared with the assistance of the Special Libraries Section of the Arizona State Library Association and individual special librarians. Your cooperation in completing this Questionnaire and returning it to the above address by September 10, will be appreciated.

Results of this Questionnaire will be made available in the near future. (Two copies are enclosed. One is for your files.)

INSTRUCTIONS

1. Not every question will apply to your library situation. The Questionnaire was designed to apply to all types of special libraries. If an item does not apply to your situation please enter "N.A." (not applicable) in the appropriate space.
2. List each library separately. Submit separate reports for each library in a system. Additional copies of this Questionnaire are available at the above address.
3. Use additional sheets whenever necessary. Please refer to identifying item number when doing so.
4. Please indicate any special exceptions on the Questionnaire if possible. Otherwise indicate these exceptions on a separate sheet, noting the item number for reference.
5. Please note that all financial information will be kept confidential and that no individual or total figures will be identified. The figures used will appear only in unnamed statistical groupings. Financial information (expenditures I, F), staff and salaries (III, A) will be destroyed when this data has been gathered and analyzed.

   Please note that for comparative and total resources analysis this information will be most valuable.
6. The abbreviation F.Y. means Fiscal Year. For the purposes of the statistical tabulation of this Questionnaire, the fiscal year begins on July 1, 1965 and ends on June 30, 1966.

PART I ORGANIZATION - SERVICE

A IDENTIFICATION

1 a Name of Library
b Address (include County)
c Name of Organization
d Type of Organization

2 a Year Library Founded
b Number of Persons Who May Use Library
c Number of Persons Who Do Use the Library Annually
d Number of Persons in Organization Served by Library
e Number of Branches
f Location (s) of Branch (es)

B PHYSICAL FACILITIES AND SERVICE

1 a Total Sq.Ft. of Floor Space
b Seating Capacity

2 a Volume Capacity of Library
b Total Number of Vertical File Drawers

3 Schedule of Service

Hours Open	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total Hours
For General Use and Circulation								
For Reading and Research Only								

	Yes	No
4 Is any of your library function mechanized (Ex. Information Retrieval, Data Processing, etc.)		

C CIRCULATION

	Total Number of Items Loaned		Interlibrary Loans (only)	
			Loaned	Borrowed
1 a Books				
b Periodicals				
c Technical Reports				
d Audio-visual Materials				
e Photo copies Micro-reductions				

D INTERLIBRARY COOPERATION

	YES	NO	How Many in F.Y. 1966
1 a Is Library open to Public			
b Can Public Borrow as Individuals			
c Will you make Copies for Public			
d Do you Extend Loan Privileges to Public Libraries			
e Do you Extend Loan Privileges to Academic Libraries			
f Do you Extend Loan Privileges to Other Special Lib.			
g Do you Borrow Materials on Interlibrary Loan			
h Do you Borrow Materials from Ariz. Public Libraries			
i Do you Borrow Materials from Ariz. Academic Libraries			
j Do you Borrow Materials from Ariz. Special Libraries			
k Do you Borrow Materials from Non-Ariz. Public Libraries			
l Do you Borrow Materials from Non-Ariz. Academic Libraries			
m Do you Borrow Materials from Non-Ariz. Special Libraries			
n Do you Borrow Materials from Sources other than Libraries			

PART I ORGANIZATION AND SERVICE (Cont.)

D			INTERLIBRARY COOPERATION (Cont.)	YES	NO	How Many in F.Y. 1966
	1	o	Do you answer reference questions for non-employees or non-members of sponsoring organization			
		p	Will you make copies for above			
		q	Are publications issued by your library available to other libraries			
		r	Do you ask reference questions of other libraries			
		s	Do you exchange duplicates with other libraries			

E BIBLIOGRAPHIC AND TECHNICAL SERVICES

1 If Library regularly indexes or abstracts periodical articles, reports, etc., indicate below how many documents are handled in each service

		Total Number of Documents (F.Y. 1966)	
		Indexed	Abstracted
a	Internal Reports		
b	Technical Reports		
c	Periodical Articles		
d	Patents		
e	Legislative Materials		
f	Other (specify)		

2 a Does Library Prepare or Obtain Translations YES ☐ NO ☐

b How many translated ☐

c How many obtained from other sources ☐

			Yes	No
3	a	Does library purchase prepared catalog cards		
	b	Does library make own catalog cards		
	c	Does library purchase pre-catalogued books and/or materials		
	d	Does library use a published classification system Name of System ______________________		
	e	Does library do majority of own binding		

F EXPENDITURES (TOTAL-ACTUAL LIBRARY BUDGET FIGURES FOR F.Y. 1966) (See Instruction 5, page 1)

1 a For personnel (exclude maintenance) ☐

b For library materials

Books ☐ Periodicals ☐ Binding ☐

Other (specify) ☐ Supplies ☐ Total ☐

c Stationary supplies (If budgeted)

d Copying--Micro-reduction

e Equipment

f Travel

g Other

PART II COLLECTIONS 4

A BOOKS/MATERIALS

1

	STANDARD MATERIALS				MICRO-REDUCTION[2]			
	Total Start of Year[1]	Number Added	Number Withdrawn	Total End of Year[1]	Total Start of Year[1]	Number Added	Number Withdrawn	Total End of Year[1]
a **Book Stock:** Volumes[3]								
Titles	▨		▨	▨	▨		▨	▨
b **Periodicals**								
c **Technical Reports:**[4] Internal								
External								
d **Audio-visual Materials:**[5] Films					▨	▨	▨	▨
Filmstrips					▨	▨	▨	▨
Slides					▨	▨	▨	▨
Recordings Discs and Tapes					▨	▨	▨	▨
e **Other** (Specify) (Maps, Pamphlets Charts, etc.)					▨	▨	▨	▨
					▨	▨	▨	▨
					▨	▨	▨	▨

[1] See definition of fiscal year under Instruction #6, page 1.

[2] Count as original material would be counted.

[3] Volume: A physical unit of any printed, typewritten, handwritten, mimeographed (duplicated) or processed work contained in one binding or portfolio, hard or soft bound which has been catalogued, classified, and/or made ready for use.

[4] Count by individual reports.

[5] Count by individual item.

B PERIODICALS

1		Report below number of periodical titles currently received exclusive of duplicate copies	
	a	By purchase (subscription or membership)	
	b	By gift	
	c	Through exchange	

2		Indicate the number of titles which are retained in full in back files.*		
		Period of Time	Standard Materials	Micro-Reductions
	a	At least one but not more than Five years (include new subscriptions intended to be retained 5 years)		
	b	More than five years but not indefinitely		
	c	Indefinitely		
	*	Titles which are no longer received should be included		

PART III PERSONNEL

A STAFF AND SALARIES (see Instruction 5, page 1.)

1		Filled and Vacant Positions (exclude maintenance)			
		(Use separate sheet if needed)	Professional Library	Professional Other	Non-Professional
	a	Number of full-time positions filled			
	b	Number of part-time positions Filled (In full-time equivalents)			
	c	Total number on library staff (In full-time equivalents)			
	d	Number of vacant positions			

e If any staff have library science education please indicate

College or University attended ______________________ Year ______

Semester Hours in Library Science ______________ and/or Degree ____________
Qualifications other than Library Science

Subject ____________________ College or University ________________

Degree ________________ Year ________ (Use additional sheets if needed)

f Indicate total number of hours per day librarian is assigned to library ☐

What is total number of hours that librarian is assigned to duties other than library ☐ What are these duties ________________

STAFF SALARIES
(Annual)

Full Time

POSITION (specify)	Under $4,000	$4,000 4,999	$5,000 5,999	$6,000 6,999	$7,000 7,999	$8,000 8,999	$9,000 9,999	$10,000 10,999	$11,000 11,999	$12,000 Over
Head Librarian										
Check Number of Vacant Positions in Appropriate Categories										

Part-Time Staff	Filled	Vacant
Number of all Part-time staff in FTE[1]		

---

[1] To determine staff positions by full time equivalents (FTE), add the total number of hours worked per week by all part-time paid personnel and divide by the number of hours in your full-time work week.
Example: 4 employees each worked 20 hours per week total 80 hours.
Eighty hours divided by 40 hours (or the number of hours in your full-time work week) equals 2 full-time equivalents (FTE).

Appendix G

SCHOOL LIBRARY REFERENCE BOOK LIST

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Name of Library

Public ○ Elementary ○ Secondary ○
Type of Library - Check

Person Completing Form

Address

REFERENCE BOOKS
Grades: K through 12

DIRECTIONS: Check yes or no as related to your holdings

Yes	No	
☐	☐	American Library Association. Booklist and Subscription Books Bulletin.
☐	☐	Children's Catalog and Supplements. Wilson, c1961.
☐	☐	Junior High School Library Catalog and Supplements. Wilson, c1965.
☐	☐	Standard Catalog for High School Libraries and Supplements. Wilson, c1962.
☐	☐	Britannica Junior; the boys' and girls' encyclopedia. Britannica, 1962 or later. 15v.
☐	☐	Collier's Encyclopedia. Collier, c1962 or later. 24v.
☐	☐	Compton's Pictured Encyclopedia. Compton, c1962 or later. 15v.
☐	☐	Encyclopedia Americana. Americana, c1962 or later. 30v.
☐	☐	Encyclopedia Britannica. Britannica, c1962 or later. 24v.
☐	☐	Encyclopedia International. Grolier, c1964 or later. 20v.
☐	☐	World Book Encyclopedia. Field Enterprises, c1962 or later. 20v.
☐	☐	Information Please Almanac. Macmillan, 1962 or later.
☐	☐	Statesman's Yearbook. Macmillan, c1962 or later.
☐	☐	United States. Department of Commerce. Statistical Abstract of the United States. 1962 or later.
☐	☐	World Almanac and Book of Facts. World-Telegram, c1962 or later.

Yes	No	
		United States. Bureau of Labor Statistics. Occupational Outlook Handbook. c1962 or later.
		Douglas, G.W. American Book of Days. Wilson, 1948.
		Post, Emily. Etiquette: The Blue Book of Social Usage. 10th rev. ed. Funk, 1960.
		Vanderbill, Amy. New Complete Book of Etiquette. 6th ed. Doubleday, 1963.
		Funk & Wagnalls New Standard Dictionary of the English Language. Funk, 1952.
		Roget's International Thesaurus. Crowell, 1964.
		Webster's Seventh New Colliegiate Dictionary. Merriam, 1963.
		Webster's Third New International Dictionary of the English Language. Unabriged. Merriam, 1961.
		World Book Encyclopedia Dictionary. Field Enterprises, 1963.
		Book of Popular Science; edited by Lawrence M. Levin. Grolier, c1962 or later. 10v.
		Compton's Dictionary of Natural Sciences. Compton, 1966. 2v.
		McGraw-Hill Encyclopedia of Science and Technology. McGraw, c1960. 15v.
		Van Nostrand Scientific Encyclopedia. 3rd ed. Van Nostrand, 1958.
		American National Red Cross. First Aid Textbook. Rev. ed. Doubleday, c1957.
		American Radio Relay League. Radio Amateur's Handbook. Annually.
		Oldfield, R. L. Practical Dictionary of Electricity and Electronics. American Technical Society, c1959.
		Taintos, Sarah. Secretary's Handbook. 8th ed. Crowell, 1965.
		Bartlett, John. Familiar Quotations. 13th and centennial ed. Completely rev. Little, 1955.
		Benet, W.R. The Reader's Encyclopedia. Crowell, c1955.
		Stevenson, B. E. Home Book of Verse: American and English. 9th ed. Holt, c1953.
		Goode, J. P. Goode's World Atlas. 11th ed. Rnad McNally, 1961.
		World Book Atlas. Field Enterprises, 1963.
		Writers' Program, Arizona. Arizona, the Grand Canyon State; a state guide. 4th rev. ed. Hastings House, 1966.

Yes	No	
		Current Biography. Wilson, H. W.
		Fuller, Muriel. More Junior Authors. Wilson, H. W., 1963.
		Kunitz, S. J. American Authors, 1600-1900. Wilson, H. W., c1938.
		Kunitz, S. J. Twentieth Century Authors. Wilson, H. W., c1942. Twentieth Century Authors: First Supplement. Wilson, H. W., c1955.
		Who's Who in America. Vol. III (196401965) Marquis.
		Adams, J. T. ed. Album of American History. Scribner, 1944-1965. 7v.

Appendix H

SCHOOL AND PUBLIC LIBRARY BASIC BOOK LIST, GRADES K-8

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Name of Library

Public ○ Elementary ○ Secondary ○
Type of Library - Check

Person Completing Form

Address

BASIC BOOK COLLECTION
Grades K through 8

DIRECTIONS: Check in proper column. LIB if owned by library; LES if borrowed from State Library Extension Service; NOT AVAILABLE column if neither.

LIB	LES	NOT AVAILABLE	
			Fitch, Florence One God. Lothrop, c1944.
			Aulaire, Ingri d' Book of Greek Myths. Doubleday, c1962.
			Hosford, Dorothy Thunder of the Gods. Holt, c1952.
			Galt, Tom How the United Nations Works. 3rd ed. Crowell, c1965.
			Acheson, P. C. Our Federal Government. Dodd, c1958.
			Smith, F. C. First Book of Conservation. Watts, c1954.
			Batchelor, J. F. Communication From Cave Writing to Television. Harcourt, c1953.
			Andersen, H. C. Thumbelina. Scribner, c1961.
			Arbuthnot, M. H. Time For Fairy Tales, Old and New. Scott, c1952.
			Berry, Mary Manners Made Easy. 3rd ed. McGraw, c1966.
			Gaer, Joseph Holidays Around the World. Little, c1953.
			Lang, Andrew The Blue Fairy Book. Longmans, c1948.
			Malcolmson, Anne Yankee Doodle's Cousins. Houghton, c1941.
			Mother Goose Marguerite de Angeli's Book of Nursery and Mother Goose Rhymes. Doubleday, c1954.
			Pyle, Howard Some Merry Adventures of Robin Hood of Great Renown in Nottinghamshire. Scribner, c1954.
			White, Anne Aesop's Fables. Random House, c1964.

BASIC BOOK COLLECTION Contd.

LIB	LES	NOT AVAILABLE	
			Cahn, William The Story of Writing; from cave art to computer. Harvey House, c1963.
			Frasconi, Antonio See and Say, Guada en Parla, Mira y Habla, Regarde et Parle. Harcourt, c1955.
			Ogg, Oscar The 26 Letters. 2nd ed. Crowell, c1961.
			Rogers, Frances Painted Rock to Printed Page. Lippincott, c1960.
			Hogben, Lancelot Wonderful World of Mathematics. Garden City Books, c1955.
			Bronowski, Jacob Biography of an Atom. Harper, c1965.
			Morgan, Alfred First Electrical Book For Boys. 3rd ed. Scribner, c1963.
			Freeman, Mae The Story of Chemistry. Random, c1962.
			Schneider, Herman Everyday Weather and How It Works. Rev. ed. McGraw, c1961.
			Dickinson, Alice First Book of Prehistoric Animals. Watts, c1954.
			Disraeli, Robert New Worlds Through the Microscope. Viking, c1960.
			Parker, B. M. Golden Treasury of Natural History. Golden Press, c1952.
			Dowden, Anne Look At a Flower. Crowell, c1963.
			Hutchins, Ross Amazing Seeds. Dodd, c1965.
			Hegner, Robert Parade of the Animal Kingdom. Macmillan, c1935.
			Peterson, R. T. Field Guide to Western Birds. Houghton, c1961.
			Shuttlesworth, Dorothy The Story of Ants. Doubleday, c1964.
			Zim, Herbert Insects. Rev. ed. Golden Press, c1956.
			Pratt, Fletcher All About Famous Inventors and Their Inventions. Random, c1955.
			Ravielli, Anthony Wonders of the Human Body. Viking, c1954.
			Shippen, Katherine Men of Medicine. Viking, c1957.
			American Heritage (Periodical) History of Flight; adapted for young readers. Golden Press, c1964.
			Coombs, Charles Rockets, Missiles, and Moons. Morrow, c1957.
			Irving, Robert Electronics. Knopf, c1961.

BASIC BOOK COLLECTION Contd.

LIB	LES	NOT AVAILABLE	
			Meyer, J. S. Machines. World, c1958.
			Peterson, H. L. Forts in America. Scribner, c1964.
			Schneider, Herman Your Telephone and How It Works. Rev. ed. McGraw, c1962.
			Anderson, C. W. C.W. Anderson's Complete Book of Horses and Horsemanship. Macmillan, c1963.
			Chrystie, F. N. Pets. New rev. ed. Little, c1964.
			Rombauer, I. S. A Cookbook For Boys and Girls. Bobbs, c1962.
			Laffin, John Codes and Ciphers. Abelard, c1964.
			Glubok, Shirley The Art of Ancient Greece. Atheneum, c1963.
			Burns, W. A. World Full of Homes. McGraw, c1953.
			Reinfeld, Fred How to Build a Coin Collection. Rev. ed. Sterling, c1959.
			Downer, Marion The Story of Design. Lothrop, c1963.
			Price, Christine Made in the Renaissance. Dutton, c1963.
			Ross, P. F. Made in Mexico. Knopf, c1952.
			Janson, H. W. Story of Painting For Young People. Abrams, c1959.
			Boni, M. B. Fireside Book of Folk Songs. Simon, c1947.
			Harbin, E. O. Games of Many Nations. Abingdon, c1954.
			Keith, Harold Sports and Games. Rev. ed. Crowell, c1960.
			Fisher, Aileen Listen, Rabbit. Crowell, c1964.
			Blishen, Edward Oxford Book of Poetry For Children. Watts, c1963.
			Chaucer, Geoffrey A Taste of Chaucer; edited by Anne Malcolmson. Harcourt, c1964.
			Chute, Marchette Stories From Shakespeare. World, c1956.
			Untermeyer, Louis Golden Treasury of Poetry. Golden Press, c1959.
			Lewis, Richard The Moment of Wonder. Dial, c1964.
			Cottrell, Leonard Digs and Diggers; a book of world archeaology. World, c1964.
			Sasek, M. This Is San Francisco. Macmillan, c1962.

BASIC BOOK COLLECTION Contd.

LIB	LES	NOT AVAILABLE	
			Tunis, Edwin *Frontier Living*. World, c1961.
			Chase, A. E. *Famous Artists of the Past*. Platt, c1964.
			Hughes, Langston *Famous American Negroes*. Dodd, c1954.
			Petersham, Maud *Story of the Presidents*. Macmillan, c1953.
			Bulla, C. R. *Squanto, Friend of the White Men*. Crowell, 1954.
			Dalgliesh, Alice *The Columbus Story*. Scribner, c1955.
			Dooley, Thomas *Doctor Tom Dooley, My Story*. Rev. ed. Ariel Books, c1962.
			Kyle, Elisabeth *Girl With a Pen: Charlotte Bronte*. Holt, c1964.
			McNeer, May *America's Abraham Lincoln*. Houghton, c1957.
			Peare, Catherine *Helen Keller Story*. Crowell, c1959.
			Petry, Ann *Harriet Tubman, Conductor on the Underground Railroad*. Crowell, c1955.
			Swift, H. H. *From the Eagle's Wing*; a biography of John Muir. Morrow, c1962.
			Syme, Ronald *Balboa, Finder of the Pacific*. Morrow, c1956.
			Williams, Jay (Horizon) *Joan of Arc*. Harper, c1963.
			Wyatt, Edgar *Cochise, Apache Warrior*. Whittlesey, c1953.
			Kannik, Preben *The Flag Book*. 5th ed. Barrows, c1962.
			Foster, Genevieve *Augustus Caesar's World*. Scribner, c1947.
			Buehr, Walter *Knights and Castles and Feudal Life*. Putnam, c1957.
			Turnbull, C. M. *The Peoples of Africa*. World, c1962.
			Adams, S. H. *The Santa Fe Trail*. Random, c1951.
			Bradford, William *Pilgrim Courage*. Little, c1962.
			Johnson, G. W. *America Is Born*. Morrow, c1959.
			McNeer, May *The Mexican Story*. Ariel Books, c1953.
			Tunis, Edwin *Indians*. World, c1959.
			Baker, Betty *Walk the World's Rim*. Harper, c1965.
			Baumann, Hans *The World of the Pharaohs*. Pantheon, c1960.

BASIC BOOK COLLECTION Contd.

LIB	LES	NOT AVAILABLE	
			Benary-Isbert, Margot The Ark. Harcourt, c1953.
			Bonham, Frank Durango Street. Dutton, c1965.
			Boston, L. M. Treasure of Green Knowe. Harcourt, c1958.
			Burnford, Sheila Incredible Journey. Little, c1961.
			Burton, Virginia Little House. Houghton, c1942.
			Burton, Virginia Mike Mulligan. Houghton, c1939.
			Carlson, N. S. The Empty Schoolhouse. Harper, c1965.
			Cleary, Beverly Henry Huggins. Morrow, c1950.
			Enright, Elizabeth Gone-Away Lake. Harcourt, c1957.
			Ets, M. H. Gilberto and the Wind. Viking, c1963.
			The Fox Went Out on a Chilly Night. Doubleday, c1961.
			Haywood, Carolyn "B" Is For Betsy. Harcourt, c1939.
			Holm, Anne North to Freedom. Harcourt, c1965.
			Hunt, Irene Across Five Aprils. Follett, c1964.
			Keats, E. J. Snowy Day. Viking, c1962.
			Lawson, Robert Rabbit Hill. Viking, c1944.
			L'Engle, Madeleine A Wrinkle in Time. Farrar, Straus, c1964.
			Lionni, Leo Inch By Inch. Obolensky, c1960.
			Minarik, E. H. Little Bear. Harper, c1957.
			Ness, Evaline Sam, Bangs and Moonshine. Holt, c1966.
			Norton, Mary The Borrowers. Harcourt, c1953.
			Potter, Beatrix Tale of Peter Rabbit. Warne, n.d.
			Robertson, Keith Henry Reed, Inc. Viking, c1958.
			Rutgers van der Loeff, Anna Avalanche. Morrow, c1958.
			Sendak, Maurice Where the Wild Things Are. Harper, c1963.
			Shotwell, L. R. Roosevelt Grady. World, c1963.
			Speare, E. G. The Witch of Blackbird Pond. Houghton, c1958.

BASIC BOOK COLLECTION Contd.

LIB	LES	NOT AVAILABLE	
			Tresselt, Alvin *Hide and Seek Fog*. Lothrop, c1965.
			White, E. B. *Charlotte's Web*. Harper, c1952.
			Wilder, L. I. *Little House in the Big Woods*. Harper, c1953.

Appendix I

SCHOOL AND PUBLIC LIBRARY HIGH SCHOOL BOOK LIST

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Name of Library

Public ○ Elementary ○ Secondary ○
Type of Library - Check

Person Completing Form

Address

HIGH SCHOOL BOOK LIST

DIRECTIONS: Check in proper column. LIB if owned by library; LES if borrowed from State Library Extension Service; NOT AVAILABLE column if neither.

LIB	LES	NOT AVAILABLE	
			Hamilton, Edith *Mythology*. Boston, Little, 1942
			Bailard, Virginia *So You Were Elected!* 2nd ed., New York, McGraw-Hill, 1960
			Botkin, Benjamin Albert *A Treasury of American Folklore*. New York, Crown Publishers, 1944
			Eichelberger, Clark M. *UN: The First Twenty Years*. New York, Harper, 1965
			Faulkner, Harold U. *American Economic History*. 8th ed., New York, Harper, 1960
			Lester, Katherine Morris *Historic Costume*. rev. ed., Peoria, Ill., Chas. A. Bennett, 1961
			Lovejoy, Clarence E. *Lovejoy's College Guide*. 8th rev. ed., New York, Simon & Schuster, 1966
			Mayerson, Charlotte Leon *Two Blocks Apart: Juan and Peter Quinn*. New York, Holt, 1965
			Sutcliff, Rosemary *Beowulf*. New York, Dutton, 1962
			White, Theodore H. *The Making of a President*. New York, Atheneum, 1965
			Ogg, Oscar *The 26 Letters*. 2nd ed., New York, Crowell, 1961

High School Book List Cont'd.

LIB	LES	NOT AVAILABLE	
			Pei, Mario The Story of Language. rev. ed., Philadelphia, Lippincott, 1965
			Adamson, Joy Born Free: A Lioness of Two Worlds. New York, Pantheon Books, 1960
			Bibby, Geoffrey The Testimony of the Spade. New York, Knopf, 1959
			Carson, Rachel The Edge of the Sea. Boston, Houghton, 1955
			Chemical Rubber Company Handbook of Chemistry and Physics: A ready-reference book of chemical and physical data. 45th ed., Cleveland, The Company 1965
			Leopold, A. Starker The Desert. New York, Time, Inc., 1961
			Newman, James Roy World of Mathematics. New York, Simon & Schuster, 1956
			Carlson, Anton Julius The Machinery of the Body. 5th ed., Chicago, University of Chicago Press, 1961
			Cousteau, Jacques-Yves The Silent World. New York, Harper, 1953
			Glenn, Harold T. Glenn's New Auto Repair Manual. Car owners and vocational edition, Philadelphia, Chilton Company, 1966
			Bancroft, Jessie H. Games. rev. ed., New York, Macmillan, 1937
			Gardner, Helen Art Through the Ages: An introduction to its history and significance. 4th ed. New York, Harcourt, 1959
			Hartnoll, Phyllis The Oxford Companion to the Theatre. 2nd ed., New York Oxford University Press, 1957
			Barrie, Sir James Matthew The Plays of J. M. Barrie. New York, Scribner, 1928
			Benet, Williams Rose Poems for Youth: An American Anthology. New York, Dutton, 1923
			Cerf, Bennett Twenty-four Favorite One-Act Plays. New York, Doubleday, 1958
			Frost, Robert Complete Poems of Robert Frost. New York, Holt, 1949
			Gassner, John A Treasury of the Theatre. 2v., New York, Holt, 1951-60
			Hamilton, Edith The Roman Way. New York, Norton, 1932

High School Book List Cont'd.

LIB	LES	NOT AVAILABLE	
			Oxford Book of English Verse, 1250 - 1918; chosen and edited by Sir Arthur Quiller-Couch. New ed., New York, Oxford University Press, 1939
			Shakespeare, William Complete Works. Cambridge edition, text as edited by William Aldis Wright including the Temple Notes. New York, Doubleday, 1946
			Stuart, Jesse A Jesse Stuart Reader. New York, McGraw-Hill, 1963
			Thoreau, Henry David Walden: or, Life in the Woods. New York, Dodd, 1955
			Untermeyer, Louis Modern American Poetry, Modern British Poetry. New York, rev. ed., Harcourt, 1962
			Van Doren, Mark An Anthology of World Poetry. New York, Harcourt, 1936
			Wagenknecht, Edward Charles Cavalcade of the English Novel. rev. ed., New York, Holt, 1954
			Wilder, Thornton Our Town; a play in three acts. New York, Harper, 1960
			Wordsworth, William Complete Poetical Works of William Wordsworth. edited by A. J. George. New York, Houghton, 1932
			Heyerdahl, Thor Kon-Tiki; across the Pacific by raft. Chicago, Rand McNally, 1950
			Moore, Brian Canada. New York, Time Inc., 1963
			Quennell, Marjorie (Courtney) A History of Everyday Things in England; done in four parts. New York, Putnam, 1956
			Chute, Marchette Geoffrey Chaucer of England. New York, Dutton, 1951
			Gilbreth, Frank B. Cheaper by the Dozen, by Frank B. Gilbreth and Ernestine Gilbreth Carey. New York, Crowell, 1963
			Kennedy, John Fitzgerald Profiles in Courage. New York, Harper, 1961
			Sandburg, Carl Abraham Lincoln: The Prairie Year and the War Years. one vol. ed. New York, Harcourt, 1954
			Untermeyer, Louis Makers of the Modern World. New York, Simon and Schuster, 1955

High School Book List Cont'd.

LIB	LES	NOT AVAILABLE	
			American Heritage (Periodical) American Heritage Book of the Revolution; edited by Bruce Catton, New York, Simon and Schuster, 1958
			Churchill, Sir Winston Leonard Spencer The Second World War, by Winston S. Churchill and the editors of Life. Special edition for young readers. New York, Golden Press, 1960
			Commager, Henry Steele Documents of American History. 7th ed. New York, Appleton, 1963
			Gunther, John Inside Russia Today. rev. ed., New York, Harper, 1962
			Hersey, John Hiroshima. New York, Knopf, 1946
			Horizon (Periodical) Horizon Book of the Renaissance; edited by Richard M. Ketchum. New York, Doubleday, 1961
			Hough, Emerson The Passing of the Frontier; a chronicle of the Old West. New York, United States Publishers Association, 1918
			Paré, Madeline Ferrin Arizona Pageant; a short history of the 48th State. Phoenix, The Arizona Historical Foundation, 1965
			Peck, Anne Merriman The March of Arizona History. Tucson, Arizona Silhouettes, 1962
			Peck, Anne Merriman The Pageant of South American History. 3rd ed., New York, McKay, 1962
			Shirer, William The Rise and Fall of the Third Reich; a history of Nazi Germany. New York, Simon and Schuster, 1960
			Asimov, Isaac Fantastic Voyage; a novel. Boston, Houghton, 1966
			Austen, Jane Pride and Prejudice. New York, Dodd, n.d.
			Baker, Squire Omar Little World Apart. New York, Doubleday, 1966
			Buck, Pearl The Good Earth. New York, John Day Company, 1949
			Cather, Willa Death Comes for the Archbishop. New York, Knopf, 1927
			Conrad, Joseph Lord Jim. New York, Dodd, 1961
			Crane, Stephen The Red Badge of Courage. New York, Dodd, 1957
			Du Maurier, Daphne Rebecca. New York, Doubleday, 1948
			Ferber, Edna Cimarron. New York, Doubleday, 1951

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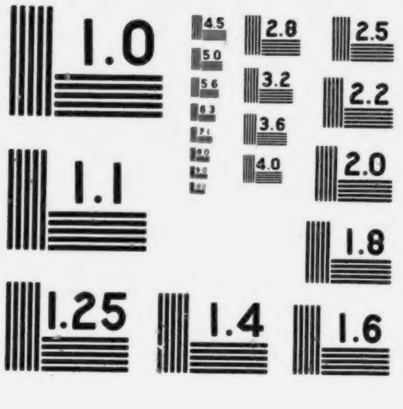
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High School Book List Cont'd.

LIB	LES	NOT AVAILABLE	
			Cervantes, Saavedra, Miguel de. *Don Quixote*. New York, Modern Library
			Dickens, Charles *David Copperfield*. New York, Dodd, 1943
			Dumas, Alexandre *The Count of Monte Cristo*. New York, Grosset, 1953
			Forbes, Esther *Johnny Tremain: a novel for old and young*. Boston, Houghton, 1943
			Forester, Cecil Scott *Captain Horatio Hornblower*. Boston, Little, 1939
			Grahame, Kenneth *Wind in the Willows*. New York, Scribner, 1933
			Hawthorne, Nathaniel *The Scarlet Letter*. New York, Dodd, n.d.
			Hemingway, Ernest *The Old Man and the Sea*. New York, Scribner, 1952
			Hersey, John *A Bell for Adano*. New York, Knopf, 1944
			Hugo, Victor *Les Miserables*. New York, Dodd, 1925
			Hunt, Irene *Across Five Aprils*. Chicago, Follett Publishing Company, 1964
			Keith, Harold *Rifles for Watie*. New York, Crowell, 1957
			La Forge, Oliver *Laughing Boy*. Boston, Houghton, 1963
			Lewis, Sinclair *Main Street*. New York, Harcourt, 1950
			Mitchell, Margaret *Gone With the Wind*. New York, Macmillan, 1939
			Nordhoff, Charles Bernard *Mutiny on the Bounty*. Boston, Little, 1932
			Paton, Alan *Cry, the Beloved Country*. New York, Scribner, 1948
			Poe, Edgar Allan *The Complete Tales and Poems*. New York, Modern Library 1938
			Rawlings, Marjorie Kinnan *The Yearling*. New York, Scribner, 1961
			Rolvaag, Ole Edvart *Giants in the Earth*. New York, Harper, 1927
			Saroyan, William *The Human Comedy*. New York, Harcourt, 1944
			Steinbeck, John *The Pearl*. New York, Viking, 1947
			Tolstoy, Leo *War and Peace*. New York, Modern Library

High School Book List Cont'd.

LIB	LES	NOT AVAILABLE	
			Undset, Sigrid Kristin Lavransdatter. New York, Knopf, 1935
			Wharton, Edith Ethan Frome. New York, Scribner, 1938
			Wouk, Herman The Caine Mutiny: a novel of World War II. New York, Doubleday, 1954

Appendix J

PUBLIC LIBRARIES REFERENCE HOLDINGS LIST

PUBLIC LIBRARIES REFERENCE HOLDINGS LIST -- ARIZONA LIBRARY SURVEY

This is a suggested reference list you are being asked to check against your holdings. A check mark in the left-hand column will indicate that you have the Title. If you have an edition not the same as the one indicated on the checklist, please indicate the year of publication on this list.

The smaller public libraries are requested to check those titles indicated with an asterisk * however, you are free to indicate the other titles listed without the asterisk should they be represented in your collection.

LIB	LES	
_____	_____	Abbott, R. Tucker. American Seashells. Van Nostrand, 1954.
*_____	_____	Abridged Readers' Guide to Periodical Literature. Wilson. You have 19__ to 19__.
*_____	_____	Adams, James T., ed. Atlas of American History. Scribner, 1943.
*_____	_____	Adams, James T. Dictionary of American History. 2nd ed. 7v. Scribner, 1940-61.
*_____	_____	Akers, S. G. Simple Library Cataloguing. 4th ed. A.L.A., 1954.
_____	_____	Almanac of Current World Leaders. Tri-annual. Los Angeles, Calif., Llewellyn Publications.
_____	_____	American Association of School Librarians. Standards for School Library Programs. A.L.A., 1960.
_____	_____	American Book-Prices Current. Annual. American Book-Prices Current ____
_____	_____	American Book Publishing Record Annual Cumulative. Bowker ____
*_____	_____	American Heritage. The American Heritage Picture History of World War II. American Heritage, 1966.
*_____	_____	American Heritage. History of World War I. American Heritage, 1964.
_____	_____	American Historical Association. Guide to Historical Literature. Macmillan, 1961.
_____	_____	American Kennel Club. Complete Dog Book. New rev. ed. Doubleday, 1964.
_____	_____	American Library Directory. 25th ed. Bowker, 1967.
*_____	_____	American Universities and Colleges. 9th ed. American Council on Education, 1964.
_____	_____	Andriot, John L. Guide to U.S. Government Serials and Periodicals. 3v. Documents Index, 1964.
		(or)
_____	_____	Leidy, W. Philip. A Popular Guide to Government Publications. 3rd ed. rev. Columbia University Press, 1965.
*_____	_____	Arizona. Directory of the Twenty-eighth Legislature, 1967-1968. Mountain States Telephone & Telegraph Co., n.d.

LIB LES

*_____ _____ Arizona Educational Directory; School Year. Annual. Arizona. State Dept. of Public Instruction ___

*_____ _____ Arizona Highways Cumulative Index. v.1, 1925 - v.27, 1951. Arizona Trade Bindery, 1952

_____ _____ _____ v.28, 1952 - v.37, 1961. Arizona State Library Association, n.d.
_____ _____ _____ v.38, 1962 - v.40, 1964. Arizona. Department of Library and Archives, 1962-1964.

_____ _____ Arizona. Laws, Statutes, etc. Arizona Revised Statutes, Annotated. 20v. West Publishing Co., 1956- Kept up-to-date by pocket supplements.

_____ _____ Arizona Place Names, ed. by William C. Barnes. Rev. and enl. by Byrd H. Granger. University of Arizona Press, 1960.

_____ _____ Arizona. State Employment Office. Arizona Basic Economic Data. Annual. Arizona. State Employment Service. Employment Security Commission of Arizona _____

*_____ _____ Arizona. State Employment Service. The Arizona Occupational Outlook Handbook. Part 1, Jan. 1963. Arizona. State Employment Service. Employment Security Commission of Arizona.

*_____ _____ _____ Part 2, April 1964. Arizona. State Employment Service. Employment Security Commission of Arizona.

*_____ _____ Arizona Statistical Review. 22nd ed. Research Dept. Valley National Bank, 1966.

*_____ _____ Arizona. University. Institute of Atmospheric Physics. Arizona Climate. Rev. ed. University of Arizona Press, 1964.

_____ _____ Aronson, Joseph. Encyclopedia of Furniture. 3rd rev. ed. Crown, 1965.

_____ _____ Art Index. Wilson. 1929- You have 19__ to 19__.

_____ _____ Attwater, Donald, ed. Catholic Dictionary. 3rd rev. ed. Macmillan, 1958.

_____ _____ Axelrod, Herbert R. Encyclopedia of Tropical Fishes. 9th ed. Crown, 1965.

_____ _____ Ayer, (N. W.) and Sons. N. W. Ayer & Son's Directory: Newspapers and Periodicals. N. W. Ayer ____

_____ _____ Bailey, A. E. Gospel in Hymns; Backgrounds and Interpretations. Scribner, 1950.

_____ _____ Bailey, Liberty H. Standard Cyclopedia of Horticulture. 3v. Macmillan, 1935.

_____ _____ Baird, William R. Baird's Manual of American College Fraternities. 17th ed. George Banta, 1963.

_____ _____ Baker's Biographical Dictionary of Musicians. 5th ed. with 1965 supplement. Schirmer, 1958.

_____ _____ Barraclough, E. M. Flags of the World. Rev. ed. Warne, 1965.

LIB LES

*_____ _____ Bartlett, John, comp. Familiar Quotations. 13th ed. rev. Little, 1955.

*_____ _____ Barton, Mary N., comp. Reference Books; A Brief Guide for Students and Other Users of the Library. 6th ed. Enoch Pratt Free Library, 1966.

*_____ _____ Basic Book Collection for High Schools. 7th ed. A.L.A., 1963.

_____ _____ Bell, Inglis F. The English Novel 1578-1956; A Checklist of Twentieth-Century Criticisms. Alan Swallow, 1958.

*_____ _____ Bender, James E. NBC Handbook of Pronunciation. 3rd rev. ed. Crowell, 1964.

*_____ _____ Benet, William R., ed. Reader's Encyclopedia; An Encyclopedia of World Literature and the Arts. 2nd ed. Crowell, 1965.

*_____ _____ Bible. Holy Bible. Revised Standard Version. Nelson, 1952.

*_____ _____ Bible. Holy Bible. Translated from the Latin Vulgate. 2v. in one. Kenedy.

*_____ _____ Bible. Holy Bible. King James Version. Oxford.

_____ _____ Bibliographic Index. Wilson. 1938- You have 19__ to 19__.

*_____ _____ Biography Index. Wilson. 1946- You have 19__ to 19__.

_____ _____ Black, Henry C. Black's Law Dictionary. 4th ed. West Pub. Co., 1957.

_____ _____ Boatner, Mark M. Encyclopedia of the American Revolution. McKay, 1966.

_____ _____ Boger, Louise A. Dictionary of Antiques and the Decorative Arts. Scribner, 1957.

*_____ _____ Book of the States, 1966-1967. Biennial. Council of State Governments, 1966. Supplements on odd numbered years.

*_____ _____ Book Review Digest. Wilson. 1905- You have 19__ to 19__.

_____ _____ Book Review Index, 1965. Gale ____ Issued monthly, with quarterly cumulations.

_____ _____ Books in Print. Annual. Bowker ____

_____ _____ Bowker Annual of Library and Book Trade Information. Bowker ____

_____ _____ Bowler, Roberta, ed. Local Public Library Administration. International City Managers' Association, 1964.

_____ _____ Boyer, Mary G., ed. Arizona in Literature. Arthur H. Clark Co., 1934.

_____ _____ Brewer's Dictionary of Phrase and Fable. 8th rev. ed. Harper, 1964.

_____ _____ Brewton, John E. Index to Children's Poetry. Wilson, 1942.

_____ _____ _____First supplement. Wilson, 1954.
_____ _____ _____Second supplement. Wilson, 1965.

LIB	LES	
_____	_____	Broderick, Dorothy M. An Introduction to Children's Work in Public Libraries. Wilson, 1965.
*_____	_____	Bulfinch, Thomas. Bulfinch's Mythology. Rev. ed. Crowell, 1962.
*_____	_____	Burt, W. H. Field Guide to Mammals. 2nd rev. and enl. ed. Houghton, 1964.
_____	_____	Butler, Alban. Lives of the Saints. 4v. Kenedy, 1956.
		(or)
_____	_____	Benedictine Monks of St. Augustine's Abbey, comp. Book of Saints. 5th ed. Crowell, 1966.
*_____	_____	Cambridge History of American Literature. Macmillan ____
_____	_____	Capitman, William. Everyone's Legal Adviser. Rev. ed. Simon & Schuster, 1961.
_____	_____	Carruth, Gorton, ed. Encyclopedia of American Facts and Dates. 4th ed. Crowell, 1966.
_____	_____	Cass, James. Comparative Guide to American Colleges. New and enl. ed. Harper, 1965.
_____	_____	Cassell's New French Dictionary: French-English and English-French. Rev. ed. Funk, 1962.
_____	_____	Cassell's New German Dictionary: German-English and English-German. Rev. ed. Funk, 1957.
_____	_____	Cassell's New Latin Dictionary: Latin-English and English-Latin. Funk, 1960.
*_____	_____	Cassell's Spanish Dictionary: Spanish-English and English-Spanish. Funk, 1959.
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Name of Library ______________________________

Address ______________________________

Person completing form ______________________________

Appendix M

COVER LETTER AND CHOICE OPENING DAY LIST FOR ACADEMIC LIBRARIES

ARIZONA STATE
UNIVERSITY TEMPE, ARIZONA
COLLEGE OF EDUCATION

March 21, 1967

Mr. John Thayer
Prescott College
Prescott, Arizona

Dear Mr. Thayer:

A special committee, composed of Dr. Alan D. Covey, Dr. Robert Johnson, and Mrs. Jeanette DePriest of the Arizona Library Survey Advisory Committee, has developed a check-list to assess the quality of library collections in the higher educational institutations in Arizona. A full explanation of the committee procedures and their directions for completing the instrument are attached.

This technique represents one of the modern trends in checking library services and will be an important contribution to our study in Arizona as well as nationally.

Will you please complete the check-list and return one copy directed to the committee by April 7th. An addressed envelope is enclosed for your convenience as well as an extra copy of the check-list for your files, which we believe will be valuable to you.

Very truly,

THE SURVEY STAFF

Dr. Merwin Deever, Director
Bureau of Educational Research
and Services

Dr. Harold E. Moore
Professor of Education and
Coordinator of Survey

Mrs. Grace T. Stevenson
Library Consultant

Grace T. Stevenson
Library Consultant

Harold E. Moore
Professor of Education and
Coordinator of Survey

HEM:msm

Enclosures

P.S. Although you did not supply all of the data concerning your library in connection with other sections of the study, we are anxious that you complete this section so that we will be in a position to compare new libraries with older and more established ones.

QUALITATIVE CHECK LIST OF ACADEMIC LIBRARY HOLDINGS

Qualitative standards for evaluating library collections are among the most difficult to establish. The extent to which the collection supports the curriculum and the research program of an institution is of course the most valid qualitative measure of a collection. Since curriculum and research programs vary from one institution to another, it is difficult to formulate a single instrument which can easily be used to analyze the quality of all the collections found in all the academic institutions in Arizona.

The Committee therefore settled on a measure of quality which could easily be applied. The enclosed check list includes the books which the editors of Choice thought should be found in every two or four year college library regardless of size of curriculum on the opening day. It also includes their two outstanding academic book lists culled from 3,388 reviews published in Volume I (March 1964-February 1965) and from 4,741 reviews in Volume II (March 1965-February 1966). Two hundred and ninety seven titles were taken from the first and four hundred forty three from the second.

Instructions for using the check list are as follows:

1. Check off the titles held in your collection by making an "X" in the box to the left of each title.

2. If your collection holds the title in a different but equivalent edition, it should be checked as held. This would be especially true in the language and literature areas.

3. If an earlier edition than the one listed is held, please note the date under the "X" in the checking box provided.

4. One copy of the checked list should be returned to the Arizona Survey Qualitative Committee for Academic Libraries, in care of Dr. Alan D. Covery, University Librarian, Arizona State University, Tempe, Arizona, by April 7. The other may be retained in your files.

We recognize that a fair amount of work will be involved in the checking, but the results are quite important to the State Library Survey. We urge that you make every effort to participate and feel that you will find the results are well worth the effort.

THE COMMITTEE
Dr. Alan D. Covey
Dr. Robert Johnson
Mrs. Jeanette DePriest

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